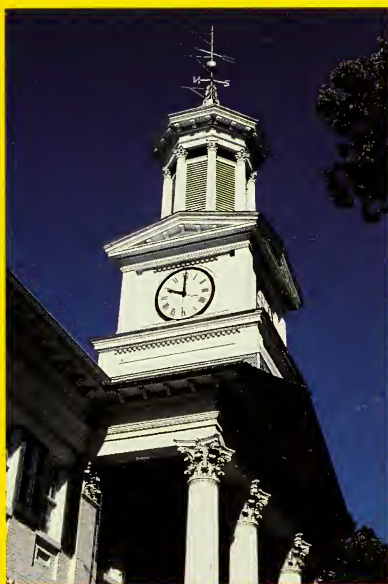




SHEPHERD

COLLEGE

Catalog 1993–1995





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SHEPHERD COLLEGE

SHEPHERDSTOWN, WEST VIRGINIA

Founded 1871



A STATE COLLEGE IN THE SHENANDOAH VALLEY

Accredited by the

North Central Association of Colleges and Schools
National Council for Accreditation of Teacher Education
National League for Nursing
Council on Social Work Education
West Virginia State Department of Education
West Virginia State Board of Examiners for Registered Nurses

Member

American Assembly of Collegiate Schools of Business
American Association of Colleges for Teacher Education
American Council on Education
American Association of Community and Junior Colleges

SHEPHERD COLLEGE CATALOG, 1993-1995

Volume XXXVIX

August 1993

This 1993-1995 Shepherd College Catalog is for information purposes only and is not considered a binding contract between Shepherd College and students. Changes may apply to both present and prospective students. Although College officials are available to advise students, it is the student's responsibility to comply with College policies, including the requirements for degrees.

PERSONS TO WHOM INQUIRIES MAY BE DIRECTED

Dr. Michael P. Riccards, President

Academic Affairs

Dr. Charlotte R. Anderson, Acting Vice President for Academic Affairs

Dr. Peter G. Checkovich, Dean of the Community College and Continuing Education—Third Party Contracts, Summer Session, Evening Services

Ruth A. Campbell, Registrar—Registration, Schedules of Classes, Credit Evaluations, Transcripts

Karl L. Wolf, Director of Admissions—Admission of Students, Admissions Counseling, High School and Transfer Relations, College Catalogs

Dr. Howard Seiler, Director of Academic Support Services—Academic Foundations Program, Study Center

Nancy Snyder, Regents Bachelor of Arts Degree Program Assistant

Students Affairs

Clinton Davis, Vice President for Student Affairs

Harry C. Young, Jr., Dean of Student Affairs—Student Personnel Policies, Food Service, Counseling, Student Health Services, Housing, Vehicle Regulations, Student Organizations, Student Activities, Placement

Haydon Rudolf, Director of Financial Aid—Financial Aid, Student Employment

Ernest Lyles, Assistant Dean of Student Affairs for Multicultural Concerns

William Lucht, Handicapped Student Advisor

Business Affairs

C. Thomas Baxter, Jr., Vice President for Administration and Finance—Business and Financial Information

Development and Alumni Affairs

Zoë H. Walker, Chief Development Officer

Federal Programs, Non-Faculty Personnel, Affirmative Action

Dr. Daniel C. Starliper, Director of Human Resources

Public Information and Publications

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CONTENTS

	PAGE
College Calendar	4
Section I, General Information	9
Section II, Admissions	13
Section III, Student Life	29
Section IV, Expenses and Financial Assistance	35
Section V, Academic Information and Regulations...	51
Section VI, Degrees and Programs of Study	67
Section VII, Community College	131
Section VIII, Courses of Instruction	147
Directory	233
Index	246

1993-94 ACADEMIC YEAR CALENDAR

First Semester Fall 1993

Fri., Aug. 6	Postmark Due Date—Payment by Mail, Fall 1993
Wed., Aug. 18	Night Registration 6-7:15 pm Payment for Early Registered Students 1:15-4 pm
Thu. Aug. 19	Faculty Report for Fall Semester Payment for Early Registered Students 8:30 am-4 pm
Fri., Aug. 20	Faculty Meetings, Orientation, Academic Advisement Registration/Payment—Non-Early Registered Students 12:30-4 pm
Mon., Aug. 23	Classes Begin—Late Registration Begins (Late Fee Applies) Drop/Add Begins
Wed., Aug. 25	Last Day to Drop/Add a Class—See Advisor by Noon
Fri., Aug. 27	Last Day for Late Registration
Mon., Sept. 6	Labor Day, Holiday
Sat., Sept. 25	Prospective Student Open House
Fri., Oct. 1	Last Day to Withdraw from a 1st 8-weeks class—See Advisor by Noon
Fri., Oct. 8	Last Day to Apply for May 1994 Graduation
Mon., Oct. 11	First Day of Mid-term Exams
Fri., Oct. 15	Last Day of Mid-term Exams
Mon., Oct. 18	Second Eight Weeks Classes Begin
Tue., Oct. 19	Mid-term Grades Due (9 am)
Tue., Oct. 26	Mid-term Grades Distributed by Advisors
Sat., Oct. 30	Prospective Student Open House
Tues., Nov. 2	Last Day to Withdraw from a Full Semester Class—See Advisor by Noon
Mon., Nov. 8	First Day of Academic Advisement for Continuing Students
Fri., Nov. 12	Last Day of Academic Advisement for Continuing Students
Sat., Nov. 13	Prospective Student Open House
Mon., Nov. 15	First Day of Early Registration for Spring 1994
Fri., Nov. 19	Last Day of Early Registration for Spring 1994
Sat., Nov. 20	First Day of Thanksgiving Recess
Wed., Nov. 24	Last Day to Withdraw from a 2nd 8-weeks class—See Advisor by Noon
Sun., Nov. 28	Last Day of Thanksgiving Recess
Fri., Dec. 10	Postmark Due Date—Payment by Mail, Spring 1994
Tue., Dec. 14	First Day of Final Exams
Fri., Dec. 17	Last Day of Final Exams
Mon., Dec 20	First Semester Grades Due (9 am)—End of First Semester
Mon., Jan. 3	First Day Winter Intersession

Second Semester Spring 1994

Wed., Jan 12	Night Registration 6-7:15 pm
Wed., Jan 12	Payment for Early Registered Students 1:15-4 pm
Thurs., Jan. 13	Payment for Early Registered Students 8:30 am -4 pm
Fri., Jan. 14	Faculty Report for Spring Semester, Orientation, Academic Advisement Last Day Winter Intersession Registration/Payment—Non-Early Registered Students 12:30-4 pm
Mon., Jan. 17	Martin Luther King's Birthday—Holiday
Tue., Jan. 18	Classes Begin—Late Registration Begins (Late Fee Applies) Drop/Add Begins
Thurs., Jan. 20	Last Day to Drop/Add a Class—See Advisor by Noon
Fri., Jan. 21	Last Day for Late Registration
Fri., Feb. 25	Last Day to Withdraw from a 1st 8-weeks class—See Advisor by Noon
Fri., March 4	Last Day to Apply for August and December 1994 Graduation
Mon., March 7	First Day of Mid-term Exams
Fri., March 11	Last Day of Mid-term Exams

Mon., March 14	Second Eight-Weeks Classes Begin Mid-term Grades Due (9 am)
Sat., March 19	First Day of Spring Recess
Sun., March 27	Last Day of Spring Recess
Mon., March 28	Mid-term Grades Distributed by Advisors
Mon., April 4	Last Day to Withdraw from a Full Semester Class—See Advisor by Noon
Mon., April 11	First Day of Academic Advisement for Continuing Students
Fri., April 15	Last Day of Academic Advisement for Continuing Students
Mon., April 18	First Day of Early Registration for Fall 1994
Fri., April 22	Last Day of Early Registration for Fall 1994 Last Day to Withdraw from a 2nd 8-weeks class—See Advisor by Noon
Tue., May 10	First Day of Final Exams
Fri., May 13	Last Day of Final Exams
Mon., May 16	Second Semester Grades Due (9 am)—End of Second Semester
Sat., May 21	Commencement

Summer Session 1994 - Tentative

Fri., May 13	Summer Intercession Registration/Payment
Mon., May 16	Summer Intercession Begins
Fri., May 27	Summer Intercession Ends Registration/Payment for Summer I Term (1:30-4 pm)
Mon., May 30	Memorial Day Holiday
Tues., May 31	Classes Begin Summer I Term and Night Classes Late Registration and Drop/Add Begins
Wed., June 1	Last Day for Late Registration/Add Class—Summer I Term
Fri., June 17	Last Day to Withdraw from a Summer I Term Class
Thurs., June 30	Day Classes End—Summer I Term
Fri., July 1	Registration/Payment for Summer II Term (1:30-4 pm)
Mon., July 4	Fourth of July Holiday
Tues., July 5	Grades Due Summer I Term (9 am) Classes Begin—Summer II Term Late Registration and Drop/Add Begins
Wed., July 6	Last Day for Late Registration/Add Class—Summer II Term
Thurs., July 14	Tuesday-Thursday Night Classes End
Mon., July 18	Monday-Wednesday Night Classes End
Fri., July 22	Last Day to Withdraw from a Summer II Term Class
Thurs., Aug. 4	Day Classes End—Summer II Term
Mon., Aug. 8	Grades Due Summer II Term and Night Classes (9 am)

1994-95 ACADEMIC YEAR CALENDAR

First Semester Fall 1994

Fri., Aug. 5	Postmark Due Date—Payment by Mail, Fall 1994
Wed., Aug. 17	Night Registration 6-7:15 pm Payment for Early Registered Students 1:15-4 pm
Thu. Aug. 18	Faculty Report for Fall Semester Payment for Early Registered Students 8:30 am-4 pm
Fri., Aug. 19	Faculty Meetings, Orientation, Academic Advisement Registration/Payment—Non-Early Registered Students 12:30-4 pm
Mon., Aug. 22	Classes Begin—Late Registration Begins (Late Fee Applies) Drop/Add Begins
Wed., Aug. 24	Last Day to Drop/Add a Class—See Advisor by Noon
Fri., Aug. 26	Last Day for Late Registration
Mon., Sept. 5	Labor Day, Holiday
Fri., Sept. 30	Last Day to Withdraw from a 1st 8-weeks class—See Advisor by Noon
Fri., Oct. 7	Last Day to Apply for May 1995 Graduation

Mon., Oct. 10	First Day of Mid-term Exams
Fri., Oct. 14	Last Day of Mid-term Exams
Mon., Oct. 18	Second Eight-Weeks Classes Begin
	Mid-term Grades Due (9 am)
Tue., Oct 25	Mid-term Grades Distributed by Advisors
Tues., Nov. 1	Last Day to Withdraw from a Full Semester Class—See Advisor by Noon
Mon., Nov. 7	First Day of Academic Advisement for Continuing Students
Fri., Nov. 11	Last Day of Academic Advisement for Continuing Students
Mon., Nov. 14	First Day of Early Registration for Spring 1995
Fri., Nov. 18	Last Day of Early Registration for Spring 1995
Sat., Nov. 19	First Day of Thanksgiving Recess
Wed., Nov. 23	Last Day to Withdraw from a 2nd 8-weeks class—See Advisor by Noon
Sun., Nov. 27	Last Day of Thanksgiving Recess
Fri., Dec. 9	Postmark Due Date—Payment by Mail, Spring 1995
Tue., Dec. 13	First Day of Final Exams
Fri., Dec. 16	Last Day of Final Exams
Mon., Dec 19	First Semester Grades Due (9 am)—End of First Semester
Mon., Jan. 2	First Day Winter Intersession

Second Semester Spring 1995

Wed., Jan 11	Night Registration 6-7:15 pm
	Payment for Early Registered Students 1:15-4 pm
Thurs., Jan. 12	Payment for Early Registered Students 8:30 am-4 pm
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Fri., Jan. 20	Last Day for Late Registration
Fri., Feb. 24	Last Day to Withdraw from a 1st 8-weeks class—See Advisor by Noon
Fri., March 3	Last Day to Apply for August and December 1995 Graduation
Mon., March 6	First Day of Mid-term Exams
Fri., March 10	Last Day of Mid-term Exams
Mon., March 13	Second Eight Weeks Classes Begin
	Mid-term Grades Due (9:00 am)
Sat., March 18	First Day of Spring Recess
Sun., March 26	Last Day of Spring Recess
Mon., March 27	Mid-term Grades Distributed by Advisors
Mon., April 3	Last Day to Withdraw from a Full Semester Class—See Advisor by Noon
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Tue., May 9	First Day of Final Exams
Fri., May 12	Last Day of Final Exams
Mon., May 15	Second Semester Grades Due (9 am)—End of Second Semester
Sat., May 20	Commencement

Summer Session 1995 - Tentative

Fri., May 12	Summer Intercession Registration/Payment
Mon., May 15	Summer Intercession Begins
Fri., May 26	Summer Intercession Ends
	Registration/Payment for Summer I Term (1:30-4 pm)
Mon., May 29	Memorial Day Holiday
Tues., May 30	Classes Begin Summer I Term and Night Classes
	Late Registration and Drop/Add Begins
Wed., May 31	Last Day for Late Registration/Add Class—Summer I Term
Fri., June 16	Last Day to Withdraw from a Summer I Term Class
Thurs., June 29	Day Classes End—Summer I Term
Fri., June 30	Registration/Payment for Summer II Term (1:30-4 pm)
Mon., July 3	Grades Due Summer I Term (9 am)
	Classes Begin—Summer II Term
	Late Registration and Drop/Add Begins
Tues., July 4	Fourth of July Holiday
Wed., July 5	Last Day for Late Registration/Add Class—Summer II Term
Thurs., July 13	Tuesday-Thursday Night Classes End
Mon., July 17	Monday-Wednesday Night Classes End
Fri., July 21	Last Day to Withdraw from a Summer II Term Class
Thurs., Aug. 3	Day Classes End—Summer II Term
Mon., Aug. 7	Grades Due Summer II Term and Night Classes (9 am)



SECTION I

GENERAL INFORMATION

AN INTRODUCTION TO THE COLLEGE

Shepherd College is a state-supported institution within the West Virginia system of higher education. From its beginnings over a century ago, the College has evolved into a comprehensive center of higher learning, serving a number of related, yet distinct roles:

- The College offers Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science degrees in a wide range of fields, encompassing the liberal arts, business administration, teacher education, the social and natural sciences, and other career-oriented areas.
- The College offers a diverse selection of programs leading to associate's degrees. There is continual planning to expand further the variety of career-oriented programs available to students whose immediate objective is not a baccalaureate degree.
- The College provides credit courses for individuals with no degree aspirations, but who seek to broaden and update their knowledge in either familiar or new fields of intellectual endeavor.
- For the northern Shenandoah Valley region as a whole, the College is a center for noncredit continuing education, public service, and convenient citizen access to extensive programs in art, music, athletics, and other areas of public interest.

Shepherd College has a responsibility to extend its resources beyond the campus, bringing higher education closer to those who seek it. The College has an administrative center in Petersburg, West Virginia, to serve the South Branch Valley counties of the state. Courses are offered regularly at locations away from Shepherdstown, providing college-level study to people throughout eastern West Virginia and the surrounding region.

ACCREDITATION

The College is accredited by the North Central Association of Colleges and Schools. Individual programs are accredited by the National Council for Accreditation of Teacher Education, the Council on Social Work Education, the West Virginia State Department of Education, the West Virginia State Board of Examiners for Registered Nurses, and the National League for Nursing.

SCENIC AND HISTORIC LOCATION

Shepherd College is situated in the Shenandoah Valley, on the banks of the Potomac River, in historic Shepherdstown, West Virginia. The oldest town in the state, Shepherdstown is a quaint college community, with the town and campus combining to offer a unique learning-living environment.

Located in the Eastern Panhandle of West Virginia, Shepherdstown is within 20 miles of nearby Maryland, Pennsylvania, and Virginia. It is only 65 miles from the metropolitan areas of Washington, D.C., and Baltimore, Maryland. Within a short hike or drive of the campus are such well-known historic landmarks as Harpers Ferry and the Antietam Battlefield. Across the Potomac River from the campus is the Chesapeake and Ohio Canal National Historical Park. The C & O Canal Historical Trail, developed along the towpath of the old canal, is a beautiful recreational sanctuary, extending 180 miles from Cumberland, Maryland, to Georgetown, in the nation's capital.

The United States Capitol and numerous other federal and state facilities are easily accessible. Richmond and Williamsburg, Virginia, as well as New York and Philadelphia, are all within a few hours drive of Shepherdstown. Guest lecturers and performers, field trips, internships, and career opportunities are advantages directly related to the location of Shepherd College.

HISTORY OF THE COLLEGE

Shepherd College began when the county seat of Jefferson County, West Virginia, was moved from Shepherdstown to Charles Town in July 1871. The people of Shepherdstown and vicinity decided to use the vacated courthouse for educational purposes. An article of incorporation for a school to be known as Shepherd College, designed to instruct students "in languages, arts and sciences," was drawn up and signed by C.W. Andrews, A.R. Boteler, C.T. Butler, G.M. Beltzhoover, David Billmyer, Samuel Knott, and Henry Shepherd. This body of incorporators gave itself power to elect instructors, pay salaries, and prescribe courses of study. Professor Joseph McMurran was appointed first principal of the institution, which opened with 42 students in September 1871, under the authority of the Board of Trustees.

On February 27, 1872, the Legislature of West Virginia passed the following act: "That a branch of the State Normal School be and the same is hereby established at the building known as Shepherd College, in Shepherdstown, in the county of Jefferson."

Shepherd College became a four-year college for the training of teachers on July 1, 1930, at which time the institution began granting the Bachelor of Arts degree. Shepherd was authorized to implement liberal arts programs in 1943, and in 1950 the Bachelor of Science degree was added.

Also in 1950 Shepherd was accredited by the North Central Association of Colleges and Schools, and in 1951 it became a member of the Association of American Colleges. Accreditation was received from the National Council for the Accreditation of Teacher Education in 1954. In recent years, other programs, including social welfare and nursing, have been accredited, with all the College's programs having their accreditation renewed regularly.

Growth, both physical and academic, characterize Shepherd's history. In the past two decades, Shepherd has experienced a nearly 200 percent enrollment growth and added ten new buildings, including a new \$9.7 million health, physical education, recreation and sports center, the James and Evelyn Butcher Center. Academic programs are now available in 70 different fields.

THE OBJECTIVES OF SHEPHERD COLLEGE

The College aims to provide students with a general education which will enable them to succeed, personally and professionally, in today's complex society and to prepare them for entry into satisfying careers. The burden of accomplishment rests on the student, but the faculty and staff desire to render every assistance in increasing the student's ability to understand society, communicate orally and in writing, analyze data, synthesize knowledge, understand and be able to use the methods of inquiry of the various disciplines, and develop a personal code of ethics and a philosophy of life.

Faculty and students enjoy complete freedom to search for truth and state their opinions without restraint from political creeds, religious doctrines, economic pressures, or personal biases. The faculty seeks to encourage students in their intellectual and personal development.

THE LIBRARY

The Ruth Scarborough Library collection is composed of varied materials, numbering approximately 323,000 items. Printed and microtext materials make up the majority of the collection. The holdings include about 153,000 books and bound periodicals supplemented by books and periodicals on some 45,000 microfiche and microfilm reels. Other parts of the collection include phonograph records, cassette and reel tapes, filmstrips, slides, media kits, loopfilms, and video cassettes. The library currently subscribes to 900 periodicals and newspapers. The library's computerized catalog provides access to materials throughout the state as well as to the Scarborough collection. Computer research services include several public-use workstations accessing a number of CD-ROM-based local data bases. The library also offers on-line computer searching. Since 1971, the library has been a selective depository for federal government publications and regularly receives West Virginia state government publications. The three-story, air-conditioned structure, which the library occupied in October 1965, is designed as a place of study, particularly for independent study and research. The accommodations for study include reading rooms, group study rooms, and individual study carrels and cubicles. A phonograph record listening area, an area for viewing visual materials, and a microtext reading area are available. The West Virginia Room houses a special collection of printed materials relating to state and regional history.

SUMMER SESSION

The summer session at Shepherd College is an integral part of the College year. All general College requirements relating to high academic standards, sound scholarship, and good citizenship apply in the summer just as in the regular academic year. The summer session is organized into two terms of five weeks each.

OFF-CAMPUS PROGRAM

In order to serve the educational needs of the citizens of the eight eastern counties of West Virginia, Shepherd College organizes and conducts courses at convenient and accessible off-campus sites throughout the region. All off-campus coursework, scheduling, and staffing requirements are commensurate with those adopted for on-campus programs. Credits earned in off-campus courses are equivalent to residential credits, reflecting the standards of excellence long associated with Shepherd College.

To serve Grant, Hampshire, Hardy, Mineral, and Pendleton counties more effectively, Shepherd College has established an administrative center for off-campus instruction at Petersburg. Currently, through the Shepherd College South Branch, students may complete all course requirements at off-campus sites for certain programs. Inquiries regarding courses and programs in the South Branch should be directed to the Director, Shepherd College South Branch, 115 Virginia Ave., Petersburg, West Virginia 26847.

In Berkeley, Jefferson, and Morgan counties, off-campus classes are offered as an integral component of the College's regular schedule of instruction. Through the off-campus and evening programs, students may complete virtually all course requirements for certain degrees. Persons interested in courses to be taught off-campus should contact the Dean of the Community College.

As a part of the institution's mission to improve and expand career-oriented programs in eastern West Virginia, the College has developed cooperative educational opportunities with multi-county vocational centers within the region. Under these arrangements, students who complete post-secondary vocational training in specified fields at the cooperating centers may qualify for college credit by competency examination. Details on the cooperative programs are available from the Dean of the Community College.



SECTION II

SHEPHERD COLLEGE ADMISSIONS POLICY

GENERAL INFORMATION

Admission to Shepherd College shall be determined without regard to national origin, race, color, religion, sex, physical handicap, or financial status. Admission does not guarantee on-campus housing. All correspondence relevant to admission and all credentials in support of an application for a full-time student must be on file by February 1 for the fall semester or summer sessions for freshmen or March 15 for transfer or readmitted students or by November 1 for all students for the spring semester. Applications received after the established application dates may be processed on a space available basis or may be held until the next academic term before they will be processed.

The admissions and academic personnel of Shepherd College may require enrollment in basic skills courses and programs or other appropriate measures for a student whose high school record and/or standardized test scores indicate a deficiency in certain areas.

The Shepherd College curriculum requires students to pursue a broad secondary program of college preparation which includes the following minimum units: English (composition, grammar, and literature), 4 units; Social Science (including American history), 3 units; Laboratory Science (including biology, chemistry, or physics), 2 units; Mathematics (algebra and a higher mathematics course; algebra II and geometry are recommended), 2 units; Physical Education, 1 unit; additional elective units to equal a minimum of 21 units (20 units for students graduating from high school before 1989) or the state requirement for high school graduation. At least two units of a foreign language, a computer course, and additional mathematics and laboratory science courses are recommended as electives. Freshmen applicants who graduate from high school in 1990 or thereafter must meet the minimum high school academic credit requirements of the West Virginia Higher Education boards.

All students pursuing a program of study must submit the following credentials to be considered for admission to Shepherd College: application for admission, high school transcript showing senior year courses and the cumulative grade point average on a 4.0 scale or two final college transcripts from each college attended, and Enhanced American College Test or Scholastic Assessment Test scores (freshman applicants or transfer applicants in teacher education programs only). An admissions application fee of \$20 is charged to all degree-seeking applicants and to those persons completing the regular admissions application form. This fee must be submitted with the admissions application. Shepherd College recognizes the American College Test's or College Board's Application Fee Waiver Program for economically-disadvantaged students; the appropriate request for a fee waiver should be submitted with the admissions application form by the high school guidance counselor or college counseling center staff. In addition, college transfer students must submit a Student Personnel Record Form completed by the student affairs office of the college last attended.

The Office of Admissions will notify applicants for admission for the fall semester of its admissions decisions no later than April 1; after this date, applications will be evaluated and students will be notified of admissions decisions on a rolling basis as long as openings remain in the freshman or transfer classes. Students admitted for the fall semester must submit a non-refundable enrollment deposit of \$100 prior to May 1 to hold their place in the class.

A separate residence hall application is required from all students desiring or required to live in a College residence hall. This application form is available from the Office of Admissions and should be submitted to the Residence Life Office, along with a \$50 damage deposit, after admission

to the College has been granted. Applicants should file their residence hall application and damage deposit soon after admission. A \$100 advance rental payment is required from those applicants desiring to have guaranteed housing. This \$100 advance payment is subtracted from the fall semester rental charge.

For those students who make advance payment on rent, housing assignments are made in chronological order based on the date appearing on the receipt for the \$50 damage deposit. Deposit receipts are written after the student has been admitted to the College; the date that the residence hall housing application and \$50 damage deposit are received by the Residence Life Office does influence housing assignments.

The College reserves the right to deny admission or readmission to any individual whose needs it does not feel qualified to meet. Individuals wishing to appeal an admissions decision or who wish an exception to the admissions policy may write to the Admissions and Credits Committee at Shepherd College to request the appeal or policy exception.

Admission to Shepherd College does not guarantee admission to any field of study. Students seeking admission into programs which have limited enrollments must apply for admission to the individual programs as well as to the College for general admission. Departmental application forms must be submitted directly to the department chairpersons by specified dates; additional information on admission to limited enrollment programs will be found in the following pages of this *Catalog*.

Shepherd College is required by Section 904, Title IX, Education Amendments of 1972, not to deny admission on the grounds of blindness or severely impaired vision, by 45 CFR 84, Subpart E, Section 84.42 and by Section 504, Rehabilitation Act of 1973 not to deny admission on basis of handicap, by 45 CFR 90, 91 not to deny admission on the basis of age, and by 45 CFR 86, Subpart C, Section 86.21 not to deny admission on basis of sex. By Title VI of the Civil Rights Act of 1964, no person shall be subjected to discrimination on the ground of race, color, or national origin.

Shepherd College shall bring into its community a wide variety of backgrounds, attitudes, and interests. The College is committed to the diversity of students from geographic, racial, ethnic, religious, and economic backgrounds. A conscious effort will be made to include in each new student class individuals with special talents, abilities, and interests. The College will continue its outreach programs by visiting a wide variety of high schools and community colleges to meet and talk with diverse groups of students, by participating in high school and community college college day/night/fair programs, and by working with churches, sororities, fraternities and other community-based organizations, especially those with a significant number of minority students and constituents. The College also will utilize such other strategies as professional networking, advertisements in minority student oriented publications, direct mail, and community-based programs to further this commitment to diversity.

ADMISSION TO THE COMMUNITY COLLEGE

Through the Community College of Shepherd College, individuals may enroll in coursework leading to an associate's degree in either college transfer or occupational/technical curricula if they have a high school diploma or GED. Applicants should refer to the appropriate *Catalog* sections (freshman, transfer, or readmitted students) for admissions procedures. Persons not seeking a formal degree program also may enroll in coursework as well as those persons who seek to develop basic academic skills prior to applying for admission into degree programs.

Persons not seeking a formal degree program also may enroll as special non-degree students in courses for which they are qualified if they possess a high school diploma or GED. If at a later date these persons decide to work toward a formal degree program, they will be required to submit all documents (transcripts, test scores, etc.) as part of their admission procedures for the degree program. Students admitted without ACT or SAT scores must take the ASSET placement examination prior to course registration.

Individuals seeking a degree program who do not meet the stated grade point average or test score admissions requirements for degree programs may enroll in the Academic Foundations Program which assists students in improving reading, mathematics, communication, and study skills essential for college success. Upon successful completion of the Academic Foundations Program, a student will work toward fulfilling curricular requirements in a selected degree program and be assigned an academic advisor in that area.

Associate's degree programs are offered in a variety of fields of study, preparing individuals for transfer to a baccalaureate program or employment in particular occupations. Admissions requirements for the associate's degree programs are listed under the appropriate headings of this policy. Students may enroll in baccalaureate degree programs from the college transfer programs if they meet the stated admissions requirements.

ADMISSION OF HIGH SCHOOL GRADUATES

In-State Students (West Virginia Residents)

All residents of the state of West Virginia who are graduates of accredited or state-approved high schools are eligible for admission to degree programs at Shepherd College if they meet the following minimum requirements: meet the minimum high school academic unit requirements, have a high school grade point average of 2.0 or better after the sixth semester and have minimum Enhanced ACT scores of 17 or appropriate SAT scores. Applicants who have been graduated from high school for more than five years at the time of application for admission do not need the ACT or SAT except for admission to the engineering or nursing programs. Non-high school graduates whose senior class has graduated one year previously may be admitted if they present a GED. Students admitted without ACT or SAT scores must take the ASSET placement examination prior to course registration.

Freshman applicants for admission who have been graduated from high school one or more semesters prior to applying for admission must include a detailed résumé of their activities (employment, military service, etc.) from the time of high school graduation until planned enrollment at Shepherd College. This information should be submitted with the admissions application form and should be written on a separate sheet of paper.

Academic Foundations Program

The Academic Foundations Program at Shepherd has been designed to bridge the gap between high school and college for interested West Virginia students who do not meet the grade point average or test score admissions standards outlined previously.

Through courses in reading, study skills, composition, and mathematics, the program can assist recent high school graduates and non-traditional students who wish to attend college but whose skills need further development. Admission to Shepherd through the Academic Foundations Program is based on the results of a personal interview and various placement tests.

Additionally, other applicants to Shepherd College degree programs may be referred by the Office of Admissions to the Office of Academic Support Services and Advisement for assessment to determine placement in Academic Foundations coursework. Based on the results of this evaluation, recommendation for regular admission or admission through the Academic Foundations Program will be made.

Students who gain admission through the Foundations Program must satisfactorily complete the required Foundations courses within two semesters of enrollment in order to continue their studies. Satisfactory completion is defined as a minimum of 2.0 in each prescribed Academic Foundations course.

The program provides a supportive environment in which to learn, featuring individualized instruction and learning assistance sessions outside of class. Completion of the Academic Foundations Program will assist students in being academically prepared to pursue a Shepherd College degree. Additional information about the Academic Foundations Program may be obtained through the program director.

Out-of-State Students (Non-West Virginia Residents)

All residents of states other than West Virginia who are graduates of accredited or state-approved high schools may be considered for admission to degree programs at Shepherd College if they meet the following minimum requirements: meet the minimum high school academic unit requirements, have a high school grade point average of 2.5 or better after the sixth semester and have a minimum test score of 20 on the Enhanced American College Test (ACT) or a minimum score of 860 on the Scholastic Assessment Test (SAT).

Applicants who have been graduated from high school for more than five years at the time of application for admission do not need ACT or SAT scores except for admission to the engineering or nursing programs. Students admitted without ACT or SAT scores must take the ASSET placement examination prior to course registration.

Freshman applicants for admission who have been graduated from high school one or more semesters prior to applying for admission must include a detailed résumé of their activities (employment, military service, etc.) from the time of high school graduation until planned enrollment at Shepherd College. This information should be submitted with the admissions application form and should be written on a separate sheet of paper.

ADMISSION OF STUDENTS FROM NON-ACCREDITED/APPROVED HIGH SCHOOLS

Applicants for admission to Shepherd College who are graduates of high schools which are not accredited by a regional accrediting agency or not approved by the State Board of Education of the state in which they are located must submit scores from the General Educational Development (GED) Test to be considered for admission. Applicants will be considered for admission if they attain a standard score of 40 (which is the state requirement for a high school diploma) on each of the five parts of the GED Test, or an average standard score of 45 or above on the entire test. Copies of the applicant's high school transcript, Enhanced American College Test (ACT) or Scholastic Assessment Test (SAT) scores and GED Test scores must be sent directly to the Office of Admissions at Shepherd College by the high school counselor and testing centers.

EARLY ADMISSION PLAN

Secondary school students with superior ability and maturity are eligible for admission to Shepherd College after completion of three years of secondary school. They must be endorsed by their high school principal and counselor, have a high school grade point average of 3.5 and scores of 29 or better on the Enhanced American College Test (ACT) or a score of 1200 or better on the Scholastic Assessment Test (SAT). Applicants must be mature enough to make adequate adjustment to college life. Emphasis is placed, therefore, on the high school record, recommendations from high school personnel, and the student's personal interviews with Shepherd College admissions and student affairs staff members. Once admitted, early entrants have the same status as other students; they take regular college programs and are required to meet the usual standards of performance. They are eligible for College financial aid on equal terms with entering high school graduates. Individuals desiring information about the early admission program should contact the Office of Admissions.

EARLY ACTION PLAN

Shepherd College offers an Early Action Plan to students whose first choice of colleges is Shepherd. This plan is designed to reduce the burden of the admissions process for those applicants who are considered highly desirable for admission by the College and who fully intend to matriculate. A student applying for admission under the Early Action Plan should possess high academic qualifications, and have a minimum grade of B (3.0) and Enhanced ACT scores of at least 24 or SAT scores of at least 1000 at the end of the sixth semester of high school. These students must meet all the admissions requirements outlined in the College *Catalog*. Under this plan, a qualified applicant whose complete admissions application and all supporting credentials are on file in the Office of Admissions by November 15 should receive notice of acceptance by December 15. Students interested in applying under the Early Action Plan should write to the Office of Admissions at Shepherd College for further information.

ADMISSION BY GED TEST

Non-high school graduates (veterans and persons over the age of 19 who have been out of high school at least one year or whose senior class has graduated one year previously) may be admitted if they attain a standard score of 40 (which is the state requirement for a diploma) on each of the five parts of the General Educational Development Test or an average standard score of 45 or above on the entire test. GED scores must be sent directly to the Office of Admissions from the testing center or county superintendent of schools.

Applicants for admission who have held the GED more than five years at the time of application for admission do not need ACT or SAT scores except for admission to the engineering or nursing programs. Applicants holding the GED less than five years must submit scores from either the ACT or SAT. Students admitted without ACT or SAT scores must take the ASSET placement examination prior to course registration.

Applicants for admission should submit a detailed résumé of their activities (employment, military service, etc.) from the time they left high school until their planned enrollment at Shepherd College.

ADMISSION TO LIMITED ENROLLMENT PROGRAMS

Admission to the Engineering Program

Students seeking admission into the Associate of Science Degree Program in Engineering at Shepherd College must meet the general requirements for admission to the College. They also must meet the following additional requirements for admission into the engineering program which has a limited enrollment:

1. Have completed two units in laboratory science, two units in algebra, one unit in plane geometry, and one unit in trigonometry (or advanced math).
2. Have a minimum ACT math score of 24, or if a West Virginia resident have a B high school average and a minimum ACT math score of 21.

Students not initially meeting these requirements may be admitted to the program on an individual basis upon satisfactory completion of appropriate college courses.

Admission to the Nursing Programs

Associate of Science Degree in Nursing

Students seeking admission into the Associate of Science Degree Program in Nursing at Shepherd College must meet the general requirements for admission to the College. They must submit to the Office of Admissions:

1. The application for admission to Shepherd College.
2. Transcripts of high school work showing a grade point average of 2.5 or better or transcripts showing previous college work with a grade point average of 2.0 or better. If GED is taken, submit the results.
3. Freshman applicants must have an Enhanced ACT of 20 or Scholastic Assessment Test (SAT) scores of 860.

After complying with the above steps, the student must complete the following by February 1 and submit to the Division of Nursing office:

1. A Division of Nursing application for admission into the Associate of Science Degree Program.
2. A letter of reference from someone able to assess the applicant's potential success in nursing.
3. Meet with the division chair for a personal interview. Appointment to be scheduled by student prior to February 1.

Bachelor of Science Degree in Nursing

The generic student seeking enrollment in the Bachelor of Science Degree Program in Nursing must meet the requirements for admission as stated in the College *Catalog*. Freshman and sophomore students will be designated as "pre-nursing" students and must be advised by nursing faculty.

Students would be candidates for admission into the nursing program in the spring of their sophomore year upon meeting the following criteria:

1. Eligible to complete the 63 lower division course hours as identified in pre-nursing curriculum prior to matriculation.
2. Completion of NURS 231, Introduction to Nursing.
3. Cumulative grade point average of 2.5; must achieve grade C or above in the following courses: BIOL 225/227, BIOL 226/228, NURS 231.

4. Submit a Division of Nursing Education application for admission.
5. Submit a letter of reference.
6. Meet with the division chair or designee for a personal interview.

COLLEGE TRANSFER STUDENTS

Any applicant for admission to Shepherd College who has attended another institution of collegiate rank will be classified as a transfer student, whether or not credit was earned. The College does not, under any condition, disregard college or university courses taken or credits earned elsewhere. Failure to report enrollment at another college or university and failure to have transcripts sent to Shepherd is considered as a falsification of the admissions application form; applicants found to be in violation of College policy are subject to disciplinary action. Credit earned at other accredited colleges and universities will be allowed toward a degree at Shepherd College if applicable. College transfer students are required to have a 2.0 or better overall grade point average on all courses attempted (a grade point average of 2.5 is recommended) and eligibility to return to their former colleges. A student who is on either academic or social probation at another institution is not eligible for admission to Shepherd College. Individuals who have been out of college for a period of at least two full academic years (24 months) may be considered for admission on academic probation if their grade point average is less than 2.0; during the period of probation, the individual must meet the regulations of the probation policy in effect at the time of attendance. Applicants who have completed less than 12 semester or 18 quarter hours of coursework must submit copies of their high school transcript and Enhanced ACT or SAT scores in addition to the required college transcripts. Both high school and college credentials will be used in the admissions evaluation.

All grades and credits transferred to Shepherd College are posted on the student's permanent record exactly as received from all other colleges. For admission purposes all grades on the student's transcript(s) will be used in computing the grade point average. Official transcripts must be mailed directly to Shepherd from all colleges which the prospective student has previously attended. Transcripts received by Shepherd become the property of the College and cannot be returned to the student. Graduates of regionally-accredited junior or community colleges are assigned a maximum of 72 semester hours of credit. Credits from colleges that do not have regional accreditation are assigned on the following basis: Shepherd College will assign credits on the basis used by the state university in the state where the non-accredited college is located.

After enrollment at Shepherd College, a student may not transfer to this institution any courses in major or teaching fields.

Students planning to enter teacher education should be aware that a 2.5 is required for admission into the professional teacher education program. Students planning to enter elementary education or secondary education also must have a minimum gpa of 2.5 in their respective teaching fields.

READMISSION OF STUDENTS

An application for admission must be completed by any individual who was not enrolled the semester immediately preceding intended readmission to Shepherd. A health record is valid for five years after original submission. Residence hall applications and deposit checks of \$50 should be submitted after readmission to the institution has been granted if on-campus housing is desired. Students who have been academically suspended from the College should be sure that they are eligible for readmission prior to the submission of the application form.

Applicants for readmission who have been academically suspended, who have been placed on academic probation, or who have below a 2.0 grade point average will be required to meet with the director of advisement and learning support services before the Office of Admissions may process the readmission application. The meeting will introduce the student to the varied services of the Study Center and determine through placement testing if the applicant can benefit from services provided by the Study Center. Based on the results of these assessments, enrollment in and successful completion of the Seminar for Success course during the first semester of re-enrollment may be required. Since testing and evaluation of the test results require several days, students should submit readmission applications according to the dates at the beginning of this section of the *Catalog* and schedule the appropriate meeting with the Study Center director.

Applicants for readmission must submit a detailed résumé of their activities (employment, military service, etc.) from the time of last enrollment at Shepherd until their planned return to the College.

HANDICAPPED STUDENTS

By section 504 of the Rehabilitation Act of 1973, and by 45 CFR 84, "Nondiscrimination on Basis of Handicap," Shepherd College practices nondiscrimination on basis of handicap in the areas of employment, program accessibility, admissions, accessibility of physical facilities, treatment of students, academic and adjustments, housing, financial aid, employment assistance to students, and in non-academic services. No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program sponsored by the College.

College officials desire to provide every possible assistance to handicapped students. To do this, however, they must have reasonable notice of the special accommodations they will be asked to provide. Inquiries or requests should be directed to the Counseling Center.

ADMISSION OF FOREIGN STUDENTS

To be admitted, the foreign student must demonstrate proficiency in both written and spoken English. Such proficiency can be established by the successful completion of the Test of English as a Foreign Language (TOEFL), administered by the Educational Testing Service, Princeton, New Jersey 08540. A score of at least 550 on this test is required for admission to Shepherd College. Information concerning this test can be secured through the United States Embassies and Consulates throughout the world or by writing to TOEFL, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036.

The applicant must file an application for admission, a health form, and an official transcript of all academic credits and grades. This transcript must be sent directly to the Office of Admissions at Shepherd College by the institution the applicant last attended. Scholastic attainment must be equivalent to that of a high school graduate in the United States. Freshman applicants must also submit scores from the Enhanced American College Test (ACT) with a score of 20 or better, or Scholastic Assessment Test (SAT) scores of 860 or better. Decisions about admission cannot be made until complete records have been received by Shepherd College and reviewed by the U.S. Office of Education, International Division, Washington, D.C.

Advising for foreign students is provided in the Office of Student Affairs.

Since no financial assistance is available to foreign students attending Shepherd College, arrangements for all expenses should be made in the student's native country.

TRANSIENT STUDENTS

Students who desire to enroll as transient students may do so upon the submission of a letter of good standing mailed directly to the Office of Admissions at Shepherd College from the institution which the student last attended. Also required is the submission of an application for admission at least one month prior to the opening of the semester in which the student decides to enroll.

SPECIAL STUDENTS

Persons may be considered for admission as special students upon completing an application. Special students may enroll in those courses for which they are qualified. If at a later date, special students decide to work toward a degree at Shepherd College, they must submit all documents (transcripts, test scores, etc.) required and be admitted as degree candidates. Transcripts may be required to evaluate competencies before enrolling in certain courses.

If a student enrolled as a special, non-degree student wishes to change his or her enrollment status to that of a degree-seeking student, he or she needs to complete an admissions application form and a change of degree form (available in the Office of Admissions) and submit them along with the \$20 admissions application fee to the Office of Admissions with all required credentials (transcripts, test scores, etc.). Students changing degree status must meet all stated admissions requirements as listed in the *Catalog* at the time the change of degree status is initiated.

AUDITING COLLEGE COURSES

A student may audit a college course by making application in the Office of Admissions as an auditor. An auditor is expected to comply with the instructor's attendance policy. Regular college fees are charged for persons auditing a course.

HIGH SCHOOL SENIOR PROGRAM

The Shepherd College High School Senior Program offers a stimulating experience to outstanding and highly-motivated high school students enrolled in local secondary schools. To enroll in college classes, students must submit an application for admission and a letter of recommendation from the high school principal or guidance counselor.

The High School Senior Program can admit only a limited number of students who meet its standards. Applicants who are completing or have completed their junior year of high school will be screened for ability, interests, initiative, emotional stability, and social maturity.

Students enroll in regular college courses under the same regulations which apply to all undergraduate students registered for credit at Shepherd College. Depending on background, aptitudes, and recommendations from high school personnel, the student may choose a wide variety of college courses. Because a major purpose of this program is to ensure a complete and realistic introduction to college studies, only a limited number of students are admitted to any one section of a course.

Students apply for enrollment in the program at Shepherd College using a special admission application form. Applicants should submit the completed special admission application form to their guidance counselor who will attach the letter of recommendation and forward them to Shepherd College. Officials of Shepherd College must approve the specific courses in which the students enroll.

Credit earned in the High School Senior Program is applicable toward a degree at Shepherd College. The credits are transferable, depending on the policies of the receiving institutions.

Questions concerning the Shepherd College High School Senior Program should be directed to the Dean of the Community College.

CONCURRENT ADMISSIONS PROGRAM(ConAP)

Shepherd College participates with the U. S. Army Recruiting Command in the Concurrent Admissions Program (ConAP), which permits eligible Army enlistees to receive admission to college concurrent with their military enlistment and defer their college enrollment for classes for up to two years after discharge, and matriculate as veterans after they leave active duty. ConAP enlistees receive information and applications about the program from their Army recruiter. After receiving the completed forms from the Army's battalion education specialist, the Office of Admissions will send the enlistee the necessary college admissions applications for completion and return to Shepherd College. Shepherd College will serve as the enlistee's "home college" and will approve, for transfer back to Shepherd, courses from other colleges which may be taken while the enlistee is on active duty. The director of admissions at Shepherd serves as the liaison with the enlistee while in the military and a selected faculty member will serve as the enlistee's advisor.

SERVICEMEMBER'S OPPORTUNITY COLLEGES (SOC)

Shepherd College has been designated as an institutional member of Servicemembers Opportunity Colleges (SOC), a group of over 400 colleges and universities providing voluntary post-secondary education to members of the military throughout the world. As a SOC member, Shepherd recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense, and a consortium of 13 leading national higher education associations. It is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC).

COLLEGE CREDIT FOR MILITARY SERVICE

Shepherd College will grant four semester hours credit to individuals who present a certified copy of their DD-214 Form after completing a minimum of one year of active military service. This credit shall be assigned to physical education, hygiene, military training, or appropriate electives. The four semester hours allowed for basic or recruit training may be counted as lower division physical education unassigned, or may be counted toward the following requirements: two hours, health education; two hours, first aid; four hours, recreational activities; four hours, team sports.

Correspondence work completed at accredited institutions of higher learning cooperating with the Armed Forces Institute is accepted by colleges in West Virginia. The amount of credit allowed by the institution where credit was earned, however, must not exceed 28 semester hours.

FRESHMAN ASSESSMENT AND PLACEMENT STANDARDS

The Freshman Assessment and Placement Standards for students in the State College System of West Virginia were developed to assure the integrity of associate and baccalaureate degrees, to increase the retention and graduation rates of students, and to encourage high school students to improve their academic preparation for college.

MATHEMATICS

- Students may not enroll at any two-year or four-year institution in the State College System in a mathematics course which is designed to be applied toward a baccalaureate degree, an associate of arts (A.A.) degree, or an associate of science (A.S.) degree at a four-year college or university or an A.A. or A.S. degree at a community college unless the minimum score prescribed below is earned on at least one of the following tests:
 - A score of 19 or above on the mathematics section of the American College Testing Program's Enhanced ACT Assessment Test (Enhanced ACT).
 - A score of 390 or above on the quantitative portion of the College Board's Scholastic Aptitude Test (SAT).
 - A scaled score of 39 or above on the numerical test and 32 or above on the elementary algebra test of the American College Testing Program's Assessment of Skills for Successful Entry and Transfer (ASSET).
- Students not meeting this standard must successfully complete a program or programs in developmental (pre-college level) mathematics in order to be placed in mathematics courses which count toward a baccalaureate degree, an A.A. degree, or an A.S. degree.
- Any institution in the State College System may elect to set higher placement scores than the minimum scores described above.

ENGLISH COMPOSITION

- Students may not enroll at any two-year or four-year institution in the State College System in an English composition course which is designed to be applied toward a baccalaureate degree, an A.A. degree, or an A.S. degree at a four-year college or university or an A.A. or A.S. degree at a community college unless the minimum score prescribed below is earned on at least one of the following tests:
 - A score of 17 or above on the English section of the Enhanced ACT.
 - A score of 330 or above on the verbal portion of the SAT.
 - A score of 37 or above on the writing skills test of the ASSET.
- In addition to achieving an acceptable score on one of the tests described above, students must also perform at an acceptable level on a writing sample developed by each institution in the State College System and evaluated by the institution prior to the beginning of the semester or during the first two weeks of the semester.
- Students not meeting the standards described in (1) and (2) above must successfully complete a program or programs in developmental (pre-college level) English composition in order to be placed in English composition courses which count toward a baccalaureate degree, an A.A. degree, or an A.S. degree.

- Any institution in the State College System may elect to set higher placement scores than the minimum scores described above.

READING

- Beginning with the fall 1993 semester, students scoring 17 or above on the reading section of the Enhanced ACT, 340 or above on the verbal section of the SAT, 36 or above on the reading skills test of the ASSET, or 30 percentile or above on the Nelson-Denny Reading Test will be considered to have met the minimal reading skill requirements.
- Institutions in the State College System are encouraged to provide assistance for students who do not meet the standard and who are enrolled in a program leading to an associate's or bachelor's degree.
- Any institution in the State College System may elect to set higher placement scores than the minimum scores described above.

ADVANCED PLACEMENT TESTS

Shepherd College grants credit for Advanced Placement Tests as listed below:

- American History—grades of 3, 4 or 5
- Studio Art—grades of 4 or 5
- History of Art—grades of 3, 4 or 5 (grades of 4 or 5 for art majors)
- Biology—grades of 3, 4 or 5
- Chemistry—grades of 3, 4 or 5
- Economics—grades of 4 or 5
- English (Language and Composition Test)—grades of 3, 4 or 5 for ENGL 101 credit
- English (Literature and Composition Test)—grades of 4 or 5 for ENGL 102 credit
- European History—grades of 3, 4 or 5
- French Language—grades of 4 or 5
- German Language—grades of 4 or 5
- Government and Politics (American)—grades of 3, 4 or 5
- Calculus AB or BC—grades of 3, 4 or 5
- Music—grades of 3, 4 or 5 (grades of 4 or 5 for music majors)
- Physics B, C-Mech or C-E&M—grades of 3, 4 or 5
- Psychology—grades of 3, 4 or 5
- Spanish Language—grades of 4 or 5

To receive credit for Advanced Placement Tests, students must have the AP test results sent to the Office of Admissions at Shepherd by the testing service. As new AP tests are developed, additional credit may be awarded.

CLEP TESTS

Students are awarded credit for the successful completion of many of the CLEP Subject Examinations. To obtain credit for an examination, Shepherd College has established a minimum score for each CLEP Test.

Students currently enrolled at Shepherd College may take the CLEP examinations on campus. Persons desiring to enroll at Shepherd College, who wish CLEP credit as part of their admission, must take the examinations at another testing center. At present, the closest center to Shepherd College is located at Frederick Community College, Frederick, Maryland.

TRANSFER ARTICULATION AGREEMENTS

Shepherd College has developed transfer articulation agreements with many regional two-year and community colleges. These agreements facilitate the transferring of credits among participating institutions. Students may consult these documents for information on specific course-by-course transfer and are urged to do so early in planning their college programs.

Class standing at Shepherd College is based on the semester or quarter-hours transferable to Shepherd.

Articulation agreements have been developed with the following institutions:

Allegheny Community College, Cumberland, Maryland

Anne Arundel Community College, Arnold, Maryland
 Carroll Community College, Westminster, Maryland
 Catonsville Community College, Catonsville, Maryland
 Cecil Community College, North East, Maryland
 Charles County Community College, LaPlata, Maryland
 Chesapeake College, Wye Mills, Maryland
 Chowan College, Murfreesboro, North Carolina
 Dundalk Community College, Dundalk, Maryland
 Essex Community College, Baltimore County, Maryland
 Frederick Community College, Frederick, Maryland
 Garrett Community College, McHenry, Maryland
 Hagerstown Junior College, Hagerstown, Maryland
 Harford Community College, Bel Air, Maryland
 Howard Community College, Columbia, Maryland
 Lord Fairfax Community College, Middletown, Virginia
 Montgomery College, Rockville, Takoma Park, and Germantown, Maryland
 Northern Virginia Community College, Annandale, Alexandria, Sterling, Manassas, and Woodbridge, Virginia
 Parkersburg Center of West Virginia University, Parkersburg, West Virginia
 Potomac State College, Keyser, West Virginia
 Prince Georges Community College, Largo, Maryland
 Southern Virginia College for Women, Buena Vista, Virginia
 Southern West Virginia Community College, Logan and Williamson, West Virginia
 Virginia Community College System, Richmond, Virginia
 West Virginia Northern Community College, Wheeling and Weirton, West Virginia
 WOR-WIC Community College, Salisbury, Maryland

Applicants interested in the details of these articulation agreements should contact one of the colleges involved or the Office of Admissions at Shepherd College. Officials of other institutions desiring articulation agreements with Shepherd College should contact the director of admissions at Shepherd.

DELAYED ENROLLMENT PLAN

Students who are offered admission to the freshman class at Shepherd College may postpone their enrollment for one year. Admitted freshmen who choose this option must submit a letter requesting that their application be reconsidered by January 1 for the fall semester or summer terms, or by October 1 for the spring semester. These students are guaranteed space, except in the engineering and nursing programs, if they satisfy previous admission requirements made as conditions of their original admission. Applicants for admission should submit a detailed résumé of their activities (employment, military service, etc.) from the time they left high school until their planned enrollment at Shepherd College. They must have an honorable record in the intervening year. Assurance of future admission does not apply to students who enroll in another college or university during the intervening period; in such cases, it is necessary to consider the student as a transfer applicant based on the coursework taken at the other college or university. Students delaying enrollment must complete a new admissions application form to update personal information and their proposed academic program. Students electing the delayed enrollment plan are not guaranteed residence hall housing and must meet established housing application deadlines.

EARLY REGISTRATION, TESTING, AND ORIENTATION

Students who have been admitted officially to the College will receive instructions and information from the Office of Admissions regarding the orientation program and registration. A faculty advisor will be appointed for all first-time enrollees. Students should feel free at all times to contact their advisor to plan and discuss their schedule and academic program. Advisors are chosen in the field in which the student is majoring. Ordinarily, students have the same advisor until graduation unless they change their field of study.

New freshmen and transfer students entering Shepherd College for the first time must attend an early registration and testing session held in July. Students attending these sessions meet with their academic advisors, plan their fall course schedules, and register for their fall semester courses.

An orientation program is held prior to classes during August and January of each year. All new and returning students are required to attend.

ADMISSION APPLICATION PROCEDURES

Prospective students may obtain admission application materials by calling or writing the Office of Admissions, Shepherd College, Shepherdstown, West Virginia 25443. The applicant must complete the admission application form and return it to the Office of Admissions. An admissions application fee of \$20 is charged to all degree-seeking applicants and to those persons completing the regular admissions application form. This fee must be submitted with the admissions application. Shepherd College recognizes the American College Test's and the College Board's Application Fee Waiver Program for economically-disadvantaged students: the appropriate request for a fee waiver should be submitted with the admissions application form by the high school guidance counselor. Applicants desiring residence hall housing should submit their residence hall housing application and the \$50 damage deposit after admission to the College has been granted. A health form completed by the family physician also is required, prior to the beginning of classes. Students desiring financial aid should complete and return the financial aid application directly to the Financial Aid Office by the stated deadlines.

The Office of Admissions will notify applicants for admission for the fall semester of its admissions decisions no later than April 1; after this date, applications will be evaluated and students will be notified of admissions decisions on a rolling basis until the freshman transfer classes are full.

Freshman applicants should request that their high school transcript, showing all grades including senior year courses and a grade point average on a 4.0 grading scale, and courses taken as well as test scores from the Enhanced ACT (American College Test) or SAT (Scholastic Assessment Test), be sent to the Office of Admissions by the high school guidance counselor. Transfer students should request official transcripts be sent to the Office of Admissions directly from the registrar of all institutions attended. Also, the student personnel record form must be completed by the dean of students of the last institution attended.

After all application materials and credentials have been received by the Office of Admissions students' applications are evaluated, and students are notified of the acceptance or rejection of their application. Students admitted for the fall semester must submit a non-refundable enrollment deposit of \$100 prior to May 1 to hold their place in the class.

POLICY REGARDING RESIDENCY CLASSIFICATION OF STUDENTS FOR ADMISSION AND FEE PURPOSES

The Board of Directors of the State College System of West Virginia adopted the following regulations governing the residency classification of students for admission and fee purposes at all institutions under its jurisdiction effective July 2, 1990.

Classification for Admission and Fee Purposes

1. General: Students enrolling in a West Virginia public institution of higher education shall be assigned a residency status for admission, tuition, and fee purposes by the institutional officer designated by the president. In determining residency classification, the issue is essentially one of domicile. In general, the domicile of a person is that person's true, fixed, permanent home and place of habitation. The decision shall be based upon information furnished by the student and all other relevant information. The designated officer is authorized to require such written documents affidavits, verifications, or other evidence as is deemed necessary to establish the domicile of a student. The burden of establishing domicile for admission, tuition, and fee purposes is upon the student.

If there is a question as to domicile, the matter must be brought to the attention of the designated officer at least two weeks prior to the deadline for the payment of tuition and fees. Any

student found to have made a false or misleading statement concerning domicile shall be subject to institutional disciplinary action and will be charged the nonresident fees for each academic term theretofore attended.

The previous determination of a student's domiciliary status by one institution is not conclusive or binding when subsequently considered by another institution; however, assuming no change of facts, the prior judgment should be given strong consideration in the interest of consistency. Out-of-state students being assessed resident tuition and fees as a result of reciprocity agreement may not transfer said reciprocity status to another public institution in West Virginia.

2. Residence Determined by Domicile: Domicile within the state means adoption of the state as a fixed permanent home and involves personal presence within the state with no intent on the part of the applicant or, in the case of the dependent student, the applicant's parent(s), to return to another state or county. Residing with relatives (other than parent(s)/legal guardian) does not, in and of itself, cause the student to attain domicile in this State for admission of fee payment purposes. West Virginia domicile may be established upon the completion of at least 12 months of continued presence within the state prior to the date of registration, provided that such 12 months' presence is not primarily for the purpose of attendance at any institution of higher education in West Virginia. Establishment of West Virginia domicile with less than 12 months' presence prior to the date of registration must be supported by evidence of positive and unequivocal action. In determining domicile, institutional officials should give consideration to such factors as the ownership or lease of a permanently-occupied home in West Virginia, full-time employment within the state, paying West Virginia property tax, filing West Virginia income tax returns, registering of motor vehicles in West Virginia, possessing a valid West Virginia driver's license, and marriage to a person already domiciled in West Virginia. Proof of a number of these actions should be considered only as evidence which may be used in determining whether or not a domicile has been established. Factors militating against the establishment of West Virginia domicile might include such considerations as the student not being self-supporting, being claimed as a dependent on federal or state income tax returns or on the parents' health insurance policy if the parents reside out of state, receiving financial assistance from state student aid programs in other states, and leaving the state when school is not in session.

3. Dependency Status: A dependent student is one who is listed as a dependent on the federal state income tax return of his or her parent(s) or legal guardian or who receives major financial support from that person. Such a student maintains the same domicile as that of the parent(s) or legal guardian. In the event the parents are divorced or legally separated, the dependent student takes



the domicile of the parent with whom he or she lives or to whom he or she has been assigned by court order. However, a dependent student who enrolls and is properly classified as an in-state student maintains that classification as long as the enrollment is continuous and that student does not attain independence and establish domicile in another state.

A nonresident student who becomes independent while a student at an institution of higher education in West Virginia does not, by reason of such independence alone, attain domicile in this state for admission or fee payment purposes.

4. Change of Residence: A person who has been classified as an out-of-state student and who seeks resident status in West Virginia must assume the burden of providing conclusive evidence that he or she has established domicile in West Virginia with the intention of making the permanent home in this state. The intent to remain indefinitely in West Virginia is evidenced not only by a person's statements, but also by that person's actions. In making a determination regarding a request for change in residency status, the designated institutional officer shall consider those actions referenced in section two above. The change in classification, if deemed to be warranted, shall be effective for the academic term or semester next following the date of the application for reclassification.

5. Military: An individual who is on full-time active military service in another state or a foreign country, or an employee of the federal government, shall be classified as an in-state student for the purpose of payment of tuition and fees, provided that person established a domicile in West Virginia prior to entrance into federal service, entered the federal service from West Virginia, and has at no time while in federal service claimed or established a domicile in another state. Sworn statements attesting to these conditions may be required. The spouse and dependent children of such individuals also shall be classified as in-state students for tuition and fee purposes.

Persons assigned to full-time active military service in West Virginia and residing in the state shall be classified as in-state students for tuition and fee purposes. The spouse and dependent children of such individuals shall also be classified as in-state students for tuition and fee purposes.

6. Aliens: An alien who is in the United States on a resident visa or who has filed a petition for naturalization in the naturalization court, and who has established a bona fide domicile in West Virginia as defined in section two, may be eligible for in-state residence classification, provided that person is in the state for purposes other than to attempt to qualify for residency status as a student. Political refugees admitted into the United States for an indefinite period of time and without restriction on the maintenance of a foreign domicile may be eligible for an in-state classification as defined in section two. Any person holding a student or other temporary visa cannot be classified as an in-state student.

7. Former Domicile: A person who was formerly domiciled in the state of West Virginia and who would have been eligible for an in-state residency classification at the time of his/her departure from the state may be immediately eligible for classification as a West Virginia resident provided such person returns to West Virginia within a one-year period of time and satisfies the conditions of Section 2 regarding proof of domicile and intent to remain permanently in West Virginia.

8. Appeal Process: The decision of the designated institutional official charged with the initial determination of residency classification may be appealed in accordance with appropriate procedures established by the president of the institution. At a minimum, an institutional committee on residency appeals will be established to receive and act on appeals of initial residency decisions made by the designated institutional official. The residency appeal procedures will also include provision for appeal of the decision of the institutional committee on residency appeals to the president of the institution. The appeal shall end at the institutional level.

AIR FORCE ROTC

Air Force Reserve Officer Training Corps (AFROTC) is available to Shepherd College students through an agreement with the University of Maryland at College Park. AFROTC courses are scheduled so that students from Shepherd may complete all AFROTC requirements during one morning per week at the College Park campus. In addition, students are eligible to compete for all AFROTC scholarships and flying programs. The four-, three-, and two-year scholarships pay tuition, books, fees, and a \$100 per month subsidy.

After graduation from Shepherd and successful completion of the AFROTC requirements at the University of Maryland, students are commissioned second lieutenants in the Air Force. Students interested in AFROTC may contact:

AFROTC Det 330
University of Maryland
Cole Field House, Room 2126
College Park, MD 20742-4321
(301) 314-3242/3243



SECTION III

STUDENT LIFE

STUDENT AFFAIRS

The Student Affairs Office provides a variety of educational and administrative services, programs, and activities to help enrich student life and to support the academic goals of the College. Recognizing that the educational experience extends beyond the classroom, the staff is committed to the integration of curricular, co-curricular, and other activities and programs to create a living and learning environment which supports the personal growth and development of the whole student.

The concepts of human growth and development underlie the programs, activities, and services of the Student Affairs Office. Such services, discussed individually below, include orientation, counseling and career services, residence life, food service, health services, leadership development, student activities, parking, and financial aid (discussed in detail in Section IV).

Certain annual traditional events are also coordinated by the Student Affairs staff. These include Parents' Day, Homecoming, Winter Carnival, Spring Weekend, and Student Recognition Day. Thus, from the time of enrollment through orientation to career assistance following graduation, the Student Affairs staff provides comprehensive services and assistance to Shepherd students.

Orientation to College

Shepherd conducts a two-phase orientation program to help students make a smooth transition from high school, home, or work to college. Phase one consists of a two-day summer program which gives new students an opportunity to meet with faculty, discuss their academic program, and schedule classes for the fall semester. Phase two of the program, conducted in the fall, also provides opportunities for academic advisement and is designed to help new students make a smooth adjustment to college life. Because the College feels that orientation is important whether the student is newly graduated from high school, has been a homemaker, or is entering college from the world of work, all new students accepted for admission in the fall semester are required to attend. Dates for the summer program are announced to newly-admitted students early in the spring. The College also conducts an orientation program in January for new, transfer, or readmitted students.

Career Center

Career planning is a developmental process and must be fostered during the entire period of a student's involvement with the institution and beyond. The primary purpose of the Career Center is to aid students in developing, evaluating, and effectively initiating and implementing career plans. The Career Center carries out this mission through three separate components: Career Services, Cooperative Education, and the Washington Gateway program.

Career Services works with students who want to refine their career plans by offering professional, individualized career counseling and assessment. Career Services also maintains a well-stocked career resource library that includes information on graduate school programs, employment literature and job opportunities. In addition to these services, Career Services provides assistance with development of credential files, résumés, and other job search skills. Another important function of Career Services is to sponsor career fairs, which bring employers and students together.

Cooperative Education (Co-op) enables students to combine classroom study with real work experiences that relate to their major. The Cooperative Education Office maintains information on Co-op and internship opportunities. The Co-op staff works closely with students in finding off-campus assignments.

The Washington Gateway is a new concept that enables the College to incorporate the resources of the metropolitan area into its curriculum. Through joint coordination by the Washington Gateway and academic departments, the College offers specialized courses and semesters that are tailored to academic disciplines. These programs permit students to travel into the Washington/Baltimore area; provide the opportunity for internships or co-ops in the metro area; and bring various Washington government leaders, speakers, and lecturers to campus.

The Career Center is located on the second floor of the College Center, room 201.

Residence Life

At Shepherd College, residence hall life is considered an important part of the educational program. Because learning does not stop at the classroom door, the experience of living in a residence hall can play an important role in affecting the development of the whole student. The residence life staff, along with trained student RAs, work together to create a living environment which assists students in furthering their intellectual, personal, emotional, and social growth and development. Thus, all single students not commuting from home, regardless of age, are required to live in a College residence hall. Exceptions to the policy are explained in the *Student Handbook*.

Activities, programs, and counseling services are planned and carried out for the benefit of residents, providing them with opportunities to learn to live happily and comfortably within groups. A major value of the experience is learning to live without infringing upon the rights of others. To this end, the residence halls have specific standards developed by the staff and residents to assist in group living and citizenship education.

By accepting a room reservation in a residence hall, students agree that they will follow the rules and regulations found in the *Residence Hall Handbook* and the *Student Handbook* and will not conduct themselves in any way that will infringe upon the rights and privileges of other individuals or the group.

Rooms are furnished with single beds, chests, desks, and chairs. Students supply linens, pillows, blankets, bedspreads, mattress covers, and accessories to suit their tastes.

The College is not responsible for the personal property of students in a residence hall. Normally, all personal property is removed when a student withdraws, but in unusual circumstance the College will store personal property for two weeks. Any property left two weeks after a student has withdrawn will be discarded.

Food Services

The College operates a full-service Dining Hall located conveniently on Residence Hall Circle between Kenamond and Turner halls. All residence hall students are required to purchase the meal plan unless they have been excused by the dean of students affairs. Off-campus students may take advantage of the College food service either by purchasing a meal ticket from the College Business Office or by paying for meals at the time they are purchased. Food is served cafeteria-style.

Health Services

Health services are provided by the Health Center located on the ground floor in the west wing of Gardiner Hall. The Health Center staff, consisting of an affiliated College physician, head nurse, and several duty nurses, is dedicated to helping students maintain their health so they can continue their education. The Center is open from 8:30 a.m.-12 noon and from 1-4 p.m., Monday through Friday and is equipped with medical and surgical instruments for examination, diagnosis, and treatment of minor medical conditions. In addition to a waiting area, an office, and treatment rooms, it has an infirmary with accommodations for bed patients.

After being admitted to the College, all new students, including transfer students, must file student health record form, provided by the director of admissions, with the College Health Center. Shepherd College will not assume financial responsibility for medical treatment beyond the regular services of the College nurse and physician. In case of serious illness, the student may be hospitalized or families may be requested to take the student home to their family physician.

Special health services are available to veterans at the Veterans Administration Center in Martinsburg, West Virginia.

PROGRAMS AND ACTIVITIES

The College Center and Its Services

A popular social and recreational spot on campus is the College Center. The College Center provides resources and programs which enrich the community life on campus. Through various boards, committees, and staff, the College Center provides cultural, social, and recreational programs aimed at supplementing the campus instructional program.

What specifically does the College Center offer? It is the location of a cafeteria snack bar known as the Ram's Den and the Pub Lounge that offers evening snack and food items, along with popular movies on the large-screen TV. It also has a bookstore and gift shop, numerous recreation areas, a student lounge, several meeting rooms, and a variety of offices.

The recreation rooms include: 1) eight bowling lanes, 2) a large activity room with pool tables, card tables, table tennis, and board games which may be checked out with a valid ID, 3) a ballroom for movies, large meetings, or special events, and 4) several meeting rooms used for study, relaxation, or by recognized organizations for weekly meetings.



The College Center has meeting rooms and numerous offices that are used by recognized campus organizations, including the Student Government Association, the campus Program Board, the assistant College Center director for programming and management, the counseling staff, and the vice president and deans of student affairs.

Performing Arts Series at Shepherd (PASS)

Shepherd College plans a full range of creative arts and lecture-forum programs to enrich and extend a student's educational experiences. Internationally-known performers in the arts, leading scholars and other prominent specialists are brought to the campus each year. Students and faculty members also contribute to the creative arts programs of the campus. Student-faculty art exhibits, recitals, concerts, and plays are a valuable part of campus life. As a result of this cooperative effort, significant and enjoyable programs are held each year for the benefit of students and community.

Student Activities Programming

The Program Board is the student committee responsible for helping to develop a stimulating, creative, and enjoyable campus environment through the planning of special events and functions such as dances, movies, coffee house acts, specialty acts, and tournaments. The movies scheduled are among the latest released for distribution to college audiences. A favorite Program Board annual event is Spring Weekend. Any student in good academic standing interested in this aspect of campus life is invited to join the Program Board and to serve on one of its subcommittees which include concerts, movies, dance, special events, contemporary issues, publicity, and games and tournaments.

When dances and movies are held in the College Center, admission is open to Shepherd students, their dates, and guests. Students must show valid ID cards. Guests must show identification such as a driver's license.

Religious Life

Shepherdstown has a variety of churches including Baptist, Episcopal, Lutheran, Methodist, Presbyterian, Reformed, and Roman Catholic. Synagogues and churches of other denominations are located in nearby communities. Various religious groups sponsor recognized campus organizations which offer many opportunities for spiritual fellowship. These organizations sponsor rallies, sessions, study groups, coffee houses, and other similar activities. Ministers from local churches serve campus students on an informal basis and are available for religious counseling or guidance.

Student Conduct

The staff at Shepherd College assumes that students enroll with a sincere desire to become better educated individuals and to prepare themselves for useful, productive lives. The aim of the College is to facilitate student development in habits of study, application, self-control, integrity, honesty, and developing ethical standards by which to live and work. The College affirms that students have certain rights and responsibilities for contributing to their own personal growth and awareness within the framework of the campus community. The College reserves the right to take appropriate action, including separation from the College, for violations of accepted standards. All students are expected to be familiar with and to be governed by the policies found in the *Student Handbook*.

MISCELLANEOUS STUDENT PERSONNEL POLICIES

Motor Vehicle Registration

Students who are eligible to have and operate motor vehicles must register all motor vehicles operated or parked on the College campus. The registration fee does not guarantee a parking space, and it is the responsibility of the operator of a vehicle to find a legal parking space on or off campus.

All students who wish to operate a vehicle on campus should read the brochure titled "Shepherd College Parking and Vehicle Regulations." Students will receive their copy upon registering their vehicle.

Identification Cards

All students are furnished with an identification card. Students who pay an activity fee and an athletic fee may use this card for admission to athletic and other college events either free of charge or at a reduced rate. Students who do not pay these fees will be charged full admission to such campus activities. Students are required to carry this card at all times. Refusal to show an ID card to College officials when requested to do so is a violation of College policy. Lost cards may be replaced by paying a \$5 replacement fee. Identification cards are the property of Shepherd College and are loaned to students for their use while attending Shepherd. They are to be surrendered to the dean of student affairs upon withdrawal, transfer, or graduation.



SECTION IV

EXPENSES AND FINANCIAL ASSISTANCE

TUITION AND FEES

Payment

The West Virginia Board of Directors of the State College System regulations stipulate: "No financial credit of any type shall be extended to any individual, either student or other, at any state college or institution. All colleges and institutions shall operate strictly on a cash basis with all payments and obligations being collected in advance. All tuition and fees must be collected in full for each semester on enrollment (registration) day."

If payment is made by check, registration will be considered incomplete until the check covering the required fees has cleared the bank on which it is written. The cashier will accept cash, money orders, or approved personal checks written for the exact amount of the obligation. All checks must be payable to Shepherd College and third-party checks will not be accepted. A student's registration may be cancelled when payment is made by a check which is dishonored by the bank. If the returned check is in payment of tuition and fees, the business office is required to declare the fees unpaid and registration cancelled. The return of a check for any reason constitutes late registration, and the applicable late-registration fee shall be assessed. In such case the student may be reinstated upon redemption of the unpaid check, payment of the \$10 returned check handling charge, and payment of the applicable late fee of \$25. The returned check fee of \$10 will be collected for each check returned unpaid by the bank upon which it is drawn, unless the drawer obtains an admission of error from the bank.

All student charges are payable at the time of registration for each semester. Students in debt to the College from a previous semester or term will not be permitted to enroll until all obligations are paid. Any outstanding and unpaid financial obligation to the College can result in withholding the student's grades, transcript of credits, diploma, and official reports. Students will not be permitted to attend classes until registration has been completed.

If a student has borrowed a short-term loan or has had any other outstanding financial obligation with Shepherd College and has defaulted, i.e., his or her account has been referred to an attorney, the magistrate's court, or a collection agent, the student will not be eligible to borrow short-term loans in the future.

Student employees will be required to pay tuition and fees at the same time as other students. The student employee will receive monthly paychecks from the State of West Virginia for work performed during the previous month. All fees and expenses are subject to change without prior notice.

Enrollment Fees Per Semester

West Virginia Students

12 Hours or more (full-time)	1,020.00	6 Hours	510.00
11 Hours	935.00	5 Hours	425.00
10 Hours	850.00	4 Hours	340.00
9 Hours	765.00	3 Hours	255.00
8 Hours	680.00	2 Hours	170.00
7 Hours	595.00	1 Hour	85.00

Out-of-State Students

12 Hours or more (full-time)	2,335.00	6 Hours	1,170.00
11 Hours	2,142.00	5 Hours	975.00
10 Hours	1,948.00	4 Hours	780.00
9 Hours	1,754.00	3 Hours	585.00
8 Hours	1,560.00	2 Hours	390.00
7 Hours	1,365.00	1 Hour	195.00

West Virginia Students Enrolled in South Branch

(Counties of Grant, Hampshire, Hardy, Mineral, and Pendleton)

12 Hours or more (full-time)	852.00	6 Hours	426.00
11 Hours	781.00	5 Hours	355.00
10 Hours	710.00	4 Hours	284.00
9 Hours	639.00	3 Hours	213.00
8 Hours	568.00	2 Hours	142.00
7 Hours	497.00	1 Hour	71.00

Out-of-State Students Enrolled in South Branch

(Counties of Grant, Hampshire, Hardy, Mineral, and Pendleton)

12 Hours or more (full-time)	2,167.00	6 Hours	1,086.00
11 Hours	1,989.00	5 Hours	905.00
10 Hours	1,810.00	4 Hours	724.00
9 Hours	1,629.00	3 Hours	543.00
8 Hours	1,448.00	2 Hours	362.00
7 Hours	1,267.00	1 Hour	181.00

Audit Fees Per Semester

Enrollment fees for students enrolled in courses for audit (without credit) are the same as if credit were given.

Extracurricular Fees

Students enrolled for less than 7 credit hours have the option of paying the student activity and/o athletic fees in full and participating in these institutional programs. The basic charges are \$95 for the student activity co-curricular recreation fee and \$85 for the athletic fee per semester, respectively

Explanation as to Use of Enrollment Fees

	West Virginia Students (Full-Time Rate)	Out-of-State Students (Full-Time Rate)
Tuition Fee: Restricted for state-wide capital improvement purposes by West Virginia Statute.	\$125.00	\$400.00
Registration Fee: Restricted for state-wide capital improvement purposes by West Virginia Statute.	50.00	250.00
Higher Education Resource Fee: Restricted for certain general operating purposes by West Virginia Statute.	350.00	825.00
Faculty Improvement Fee: Restricted to supplement salaries for faculty by West Virginia Statute.	45.00	130.00
Intercollegiate Athletic Fee: Restricted to defray expenses associated with the College's intercollegiate athletic program.	85.00	85.00
Student Activity Fee: Restricted to defray expenses associated with the College's student activity programs with recommendations from the Student Government Association.	30.00	30.00
Co-Curricular Fee: Utilized to defray expenses associated with organized educational activities related to instructional programs.	30.00	30.00
Recreation Fee: Provide comprehensive recreation program for general student body.	35.00	35.00
Student Union Fee: Restricted to defray building and other expenses associated with the Shepherd College Center.	35.00	35.00
Academic Improvement Fee: Restricted for improvement in academic quality.	45.00	45.00
College Operation Fee: Unrestricted for general operating purposes.	190.00	470.00
TOTAL	\$1,020.00	\$2,335.00

Refund Policy

Students who withdraw in accordance with College procedures may receive a refund of tuition and fees in accordance with the schedules outlined below. (No refunds on partial withdrawals.) Refunds are determined from the first day of the school term, which officially begins with orientation and registration days. The official withdrawal date is certified by the registrar. Refund checks are issued through the State Treasury, and receipt of a refund may take up to six weeks depending upon the date of withdrawal.

Regular Session

During first and second weeks	90%
During third and fourth weeks	70%
During fifth and sixth weeks	50%
Beginning with seventh week	No Refund

Summer Terms

During first, second, and third class days	90%
During fourth, fifth, and sixth class days	70%
During seventh and eight class days	50%
Beginning ninth class day	No Refund

Title IV Programs—First Time Enrollees Only Refund Policy

The refund policy is for students who officially withdraw. There is no refund on partial withdrawals. Student may receive a refund of tuition and fees, room, board, and other institution fees in accordance with the schedule outlined below.

Regular Session

During the first and second weeks	90%
During the third week	80%
During the fourth and fifth weeks	70%
During the sixth week	60%
During the seventh and eighth weeks	50%
During the ninth week	40%
Beginning with the tenth week	No Refund

Summer Term

During the first 14% of the term	90%
From 15% to 20% of the term	80%
From 21% to 34% of the term	70%
From 35% to 40% of the term	60%
From 41% to 54% of the term	50%
From 55% to 60% of the term	40%
After 60% of the term	No Refund

Special Fees

Admission Application Fee (non-refundable)	\$20.00
Diploma Replacement	20.00
Graduation	35.00
Identification Card Replacement	5.00
Late Registration or Late Payment	25.00
Orientation	10.00
Parking—per year, per vehicle (Day)	10.00
Parking—per year, per vehicle (Night)	1.00
Regents Bachelor of Arts (RBA) Evaluations	200.00
Returned Check Handling	10.00
Special Examination per credit hour	25.00
Transcripts—after first transcript	3.00
Emergency Transcript	10.00
Add/Drop Fee—per transaction	5.00
Enrollment Deposit (non-refundable)	100.00
Applied Music Fee (one hour course)	40.00
Applied Music Fee (two hour course)	70.00
Part-time Student Fee (1-6 hours—maximum \$120.00)	20.00
	per Cr/Hr

All special fees are subject to change without prior notice.

ROOM AND BOARD

Payment

Room and board charges must be paid in full at the time of registration. Private room rentals are subject to room availability and authorization of dean of student affairs. Private room cost is one and one-half times the double occupancy rate. Students residing in dormitory rooms with occupancies greater than designed capacity will be refunded \$128 per semester. If the crowded room conditions are for less than an entire semester, refunds will be pro-rated on a weekly basis. Once a room has been occupied, the student is liable for rent for the entire semester or summer term. In accordance with the residence hall contract, no room rent will be refunded when a student withdraws from college. Students absent from campus seven or more consecutive days because of illness or other excused reason will not be charged for meals, but no deduction will be made from room rental during the absence. Board payment will be refunded beginning the next full week following the date of withdrawal from the College. All room deposits and board refunds must be authorized by the dean of student affairs.

For new freshmen, transfers, and continuing students, notice of cancellation of room reservation must be received in the Office of Student Affairs by May 30 for the fall semester or by November 30 for the spring semester. Failure to meet this deadline will result in forfeiture of the room deposit.

Room and Board Rates Regular Session (per semester)

Gardiner, Kenamond & Turner (room & board)	1,660.00
Miller, Shaw & Thacher Halls (room & board)	1,745.00
Burkhart, Moler, Yost, Lurry, Martin, and Boteler Halls (room & board)	1,845.00
Board Only (19 meals per week)	950.00
Room Deposit (Refundable)	50.00

Room Rates Summer Terms 1993 (per term)

Miller (room only)	250.00
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Rates are subject to change. Food service is generally not available during summer session. Meals may be purchased on a casual basis in the College Center.

Educational Costs Payable at Registration (per semester)

	West Virginia Students (Full-Time Rate)	Out-of-State Students (Full-Time Rate)
Tuition and Fees	1,020.00	2,335.00
Room and Board*	1,845.00	1,845.00
Total	\$2,865.00	\$4,180.00

*Room and board rates used are an average of the College's room and board costs. The cost will vary according to the residence hall assigned.

In addition to the costs listed above, students should expect books and supplies expenses of approximately \$250, personal expenses of \$500, and transportation expenses of \$100 per semester. These costs are only estimates and will vary among students. More detailed information is available through the Financial Aid Office.

Reduced Tuition Out-of-State Academic Programs Available to West Virginia Residents

West Virginia provides other options for its residents who wish to pursue academic programs not available within the state through the Academic Common Market and through contract programs. Both programs provide for West Virginians to enter out-of-state institutions at reduced tuition rates. Contract programs have been established for study in veterinary medicine, optometry, architecture, and podiatry; the Academic Common Market provides access to numerous graduate programs. The programs are restricted to West Virginia residents who have been accepted for admission to one of the specific programs at designated out-of-state institutions. Further information may be obtained through the Board of Directors of the State College System in Charleston.

FINANCIAL ASSISTANCE

What is Financial Aid and Who is Eligible

Financial aid is money made available to assist students with college expenses. At Shepherd College, over 90 percent of financial aid is awarded to students who have, through application, shown that they need additional money to meet college expenses. The remainder of the money is scholarships awarded to students with special skills or excellent academic records.

Financial need is the difference between the cost of education and the amount that the students and their family can afford. To determine a student's financial need, the Higher Education Amendments enacted in July 1992 require all aid applicants to complete the free application for Federal Student Aid (FAFSA) to obtain the financial data of the family.

The data obtained on the FAFSA is reviewed to determine how much a particular family should contribute for higher education. If the amount the family should be able to contribute is less than the cost of education, then the family has financial need and is eligible for financial assistance. The maximum amount of assistance students may receive is the difference between the cost of education and the amount they and their family can contribute.

Students Enrolled in South Branch

It should be noted that students who attend classes in the South Branch or other off-campus locations are eligible to apply for financial aid, providing they are enrolled in a degree-granting program and are permanent residents of the United States. Being eligible to apply does not guarantee eligibility for assistance, but students should make application or inquiry.

What Aid Can Shepherd Provide?

Financial aid comes in three types: 1) Grants—financial aid which is given and does not have to be repaid (scholarships are similar to grants in that they do not have to be repaid, but usually carry additional requirements such as high academic achievement or special skills); 2) Loans—financial assistance which is borrowed and must be repaid; and 3) Work—employment programs through which the student earns money to help meet educational expenses. The following types of financial aid are available directly from Shepherd College.

GRANTS

Scholarships—Academic

Scholarships are awarded to students who have demonstrated academic excellence in high school or college. Entering freshmen who have maintained at least a B+ (3.5) average, and who have attained a composite score of 25 or better on the American College Test (ACT) in high school will be considered. Returning students and transfers will be considered if they have at least a 3.2 college average. In addition, the number of credit hours taken and completed is another consideration in selection. It is required further that a scholarship recipient enroll as a full-time student. It should be noted that most scholarships for out-of-state students are few in number and small in amount. Scholarship recipients are selected according to the above criteria by the Shepherd College Scholarship and Financial Aid Committee.

Listed below are the scholarship programs currently available at Shepherd College. They are available in a variety of disciplines, for example: general academics, business administration, English, education, nursing, science, social science, etc. Some of the scholarships are available for local students, out-of-state students, freshmen, upperclassmen, etc. Scholarship awards range in value from \$500 to \$1,500 per academic year. Students do not apply for a particular scholarship on the following list, but rather apply for scholarships in general. The Scholarship and Financial Aid Committee, using the criteria in the preceding paragraph, will award an appropriate scholarship from the list below. These scholarships have been made available by various individuals, agencies, organizations, and corporations and the College thanks them for their support.

Helen and Albert Alvarez Memorial
 Mrs. John N. Andrews Scholarship
 Jean Skinner Baldwin Memorial
 Baby-Knott Scholarship
 Minerva Pritchard Bancroft Memorial
 Bank of Charles Town Scholarship
 Hazel Barnes Memorial Fund
 F & M Blakeley Bank Scholarship
 Joanna D. de B. Blundell Scholarship
 Elizabeth Thornburg Brown Memorial
 Mr. and Mrs. Ralph Burkhart Scholarship
 Harry Hunter Burks Memorial
 Agnes Burns Memorial
 Business Administration Division Scholarship
 James A. Butcher Education Scholarship
 Joseph and William Byers Memorial
 C & P Telephone Company Scholarship
 Alma Lee Strider Christian Scholarship
 Roger and Emily Cissel Scholarship
 Citizens National Bank of Berkeley Springs Scholarship
 William "Bill" Cline Memorial Library Fund
 Earl Coffman Scholarship
 Marguerite Colavecchio Memorial
 Ira Combs Memorial
 Community Oil Scholarship
 Shirley Cooper Memorial
 Dr. Sara Helen Cree Scholarship
 District #6 Nurses Scholarship
 Charles E. Doss Scholarship
 Charles David and Sarah Reynolds Ebert Memorial
 John L. and Anna Hill Egle Memorial
 Elementary Education Scholarship
 Leona Henshaw Thatcher Eubank Memorial
 Everhart-Dersam-Unseld Memorial
 Catherine C. Fix English Department Scholarship
 D. Allen Fowler II Memorial
 Alice Frank Memorial Music Scholarship
 Pauline Gregory Memorial Fund for Nursing
 Mark S. Grove Memorial
 Lavelly D. Gruber Scholarship
 James S. Hafer Memorial
 Delberta Harris Memorial
 Ray E. Harris Scholarship
 George Hatzes Scholarship
 John E. Headlee Memorial
 Earl E. Henderson Scholarship

Captain Charles N.G. Hendrix Memorial
 Jessie and Mary Hendrix Scholarship
 Elise Hoch Memorial Music Scholarship
 Dr. Cornelia Hoch-Ligeti Memorial Fund
 Ernest and Gladys Houser Nursing Scholarship
 Mary C. Hunter Scholarship
 Dr. Oliver S. Ikenberry Memorial
 Jefferson Distributing Company Scholarship
 Jefferson Security Bank Scholarship Fund
 Martha Josephs Memorial
 Harry F. and Frances W. Keebler Scholarship
 Dr. Fred D. Kenamond Business Scholarship
 Leo C. Kesecker Memorial
 Calvin and Dorothy Rutherford Kibler Memorial
 Captain Joseph G. Kime III Memorial
 Charles Town Kiwanis Club Scholarship
 Carrol and Mary Ellen Wareham Kline Scholarship
 John Knipe Memorial
 The Loats Foundation Scholarship Fund
 Helen Lowe Memorial
 Andrew F. and Virginia Heckert Long Scholarship
 Lueck-Taylor Memorial Football Scholarship Fund
 Thomas M. and Sherry Lurry Memorial Scholarship
 Vera Malton Scholarship
 Newton B. McKee Scholarship
 Percy H. and Hubert D. Lowry Memorial
 Merchants & Farmers Bank of Martinsburg Scholarship Fund
 Mr. and Mrs. C. David Miller Scholarship
 Henry W. and Arbutus G. Miller Scholarship
 James and Katherine Moler Scholarship Fund
 Multicultural Leadership Scholarship
 Albert C. Nerhood Memorial Scholarship
 Old National Bank of Martinsburg Scholarship
 One Valley Bank Scholarship
 Peoples Bank of Charles Town Business Scholarship
 Peoples National Bank of Martinsburg Scholarship Fund
 Lt. Gilbert E. Perry, Jr. Memorial
 John Glenn Phillips Memorial
 Thomas A. Polutanovich Scholarship
 Potomac Edison Company Scholarship
 N. Lamont Pyles Memorial
 Darrell Reeder Biology Memorial
 Dr. Michael Riccards Theater Scholarship
 Harry C. Rickard Scholarship
 Leeds K. Riley Memorial
 Janet Yvonne Riley Memorial
 Kenneth Riley Memorial
 Jean Melvin Rissler Memorial
 Roach Oil Company Business Scholarship
 John David Russell Memorial
 Adele and Charles Sands Scholarship
 Catherine Ocheltree Saunders Memorial
 Dr. Ruth Scarborough Scholarship
 Florence and Velma Shaw Memorial
 Shenandoah Federal Savings Bank Scholarship
 Shepherd College Scholarship

Shepherd College Alumni Association Scholarship
 Shepherd College Classified Employees Scholarship
 Peter/Solomon Shriver Memorial
 Roy Blake and Beatrice Lentz Shrout Memorial
 Arthur Slonaker Memorial
 Dr. William M. Speg Memorial
 William M. Stanley Memorial
 Storer College Alumni Memorial Scholarship
 T. Edward Stotler Memorial
 Leona Bent Stutzman Memorial
 W.R. Thacher Memorial
 Mary Livers Thorn Memorial Fund
 Lita E. Trayer Memorial
 Ella May Turner Memorial Scholarship
 Van Evera Scholarship
 Bruce M. VanWyk Scholarship
 Evelyn G. and Maurice A. Viener Scholarship
 Gregg Warfield Memorial
 Earl W. Weller Memorial
 Dr. W.H.S. White Scholarship
 Mr. and Mrs. Jack Widmyer Scholarship
 James R. Wilkins Educational Scholarship
 Elizabeth S. Wilson Scholarship

Scholarships—Special Skills, Abilities, and Leadership

Scholarships are awarded for talent in the following areas: athletics (women's basketball and volleyball and men's basketball and football), music, and art. The coach or division chairperson should be contacted for application procedures.

Leadership scholarships are awarded in the following areas: multicultural leadership, residence hall students, and from the general student body. The multicultural concerns advisor, or the dean of student affairs, respectively, should be contacted regarding application procedures for these awards.

The Loats Foundation Scholarship Fund is awarded by the Shepherd College Scholarship and Financial Aid Committee to residents of Frederick County, Maryland. Priority consideration is given to undergraduates who are 1) orphans; 2) applicants from broken homes; 3) those with financial need; 4) those with good grades; and 5) those who intend to pursue a career in public service such as a teacher, nurse, or social worker. Contact the Financial Aid Office for a specific Loats application.

Federal Supplemental Educational Opportunity Grants*

These funds are established by the federal government to enable exceptionally needy students to attend college. Grants may range from \$100 to \$650 per year depending upon the need of the applicant.

LOANS

Federal Perkins Loan (formerly National Direct Student Loan)*

This fund is made possible through the federal government in cooperation with the College. Any students in good standing or prospective students who have been granted admission to the College and who can show need for a loan are eligible. Borrowers normally have up to 10 years in which to repay the loan, after they cease to be at least half-time students. The present interest rate is 5 percent.

Federal Nursing Student Loan*

This loan is made possible through the federal government's Nursing Training Act in cooperation with Shepherd College. Students pursuing a half-time or full-time course of study in nursing who demonstrate financial need are considered eligible borrowers under this program. Currently the interest rate is 5 percent.

WORK

Federal Work-Study*

This fund was established by the federal government and the College in order to provide employment for students. The Financial Aid Office administers the student work program and serves as a clearing house for students seeking employment and for those persons seeking the services of students. Students work on campus an average of 40 hours per month. Students working on campus are all paid the same hourly rate (currently \$4.26/hour). If students are awarded and accept work assistance, it is expected that they will work. The Financial Aid Office tries to place students in jobs suited to their interests. Jobs are scheduled so they will not interfere with classes, nor are they so demanding that they will hinder academic achievement.

* To be eligible to receive assistance through these programs, a student must be a citizen, national or permanent resident of the U.S., must enroll in a degree or certificate granting program, must maintain satisfactory academic progress for financial aid as defined in this *Catalog*, must not be in default on a Title IV loan or owe a refund to a Title IV grant program, must demonstrate financial need, must certify draft registration, and provide certification in accordance with the Anti-Drug Abuse Act. Enrollment status (full-time or less than full-time) is also a factor for eligibility, but requirements vary by aid program.

Institutional Employment

This is a program of employment provided by Shepherd College to students who are not eligible for the Federal Work-Study Program. It is necessary that interested students apply for financial aid to determine if they qualify for the Federal Work-Study Program. Jobs are awarded on a first-come first-served basis and as funds are available. The wage rate for on-campus work is the same for all students (currently \$4.26/hour).

ADDITIONAL SOURCES OF AID

Below are listed a number of additional sources of financial aid. Some of these sources require separate applications in addition to the Shepherd College Financial Aid and Scholarship Application. High school students must contact their guidance counselor regarding these sources or request more information from the College.

PELL GRANT: This program is federally funded to provide \$400 to \$2,300 grants depending upon the student's financial need. To qualify for this program, students 1) must have established financial need by means of a FAFSA; 2) must be enrolled in an undergraduate course of study and not have previously received a bachelor's degree from any institution; 3) must be enrolled in an eligible program; and 4) must be U.S. citizens or eligible noncitizens (see a Free Application for Federal Student Aid for more details).

The Pell Grant must be applied for each year. It is required that all students meeting the criteria above will apply using a FAFSA.

STATE SCHOLARSHIPS AND GRANTS: Many states offer state scholarships and grants. In West Virginia, all residents are expected to apply for a state grant by completing the "State Information" section of the FAFSA and checking "yes" to item 33. FAFSAs may be obtained from the Shepherd Financial Aid Office, one's high school guidance counselor, or by writing to the address below. This grant must be applied for each year and is awarded on the basis of need and academic potential as measured by the ACT. (Application must be made by March 1.)

Listed below are the names and addresses of state agencies who award scholarships and grants in their respective states. These agencies and programs all require annual applications.

1. West Virginia Higher Education Grant Program
P.O. Box 4007
Charleston, WV 25364-4007
2. Pennsylvania Higher Education Assistance Agency Grants
660 Boas Street
Harrisburg, PA 17102-1398

West Virginia and Pennsylvania have reciprocal agreements which allow their grant programs to be portable between the two states. To the Financial Aid Office's knowledge, this is not true of other states surrounding West Virginia. Students should contact their state higher education agency for information on aid available in their state. The addresses of the various state agencies may be requested from the Financial Aid Office.

PAUL DOUGLAS (federally funded) AND UNDERWOOD SMITH (state funded) TEACHER SCHOLARSHIPS: These scholarships are applied for annually by April 1. Applications are available from West Virginia High School Guidance Offices, West Virginia College and University Education Departments, and the State College and University Systems of West Virginia Central Office. These awards are available only to West Virginia residents pursuing teaching degrees as full-time students (Note: each state has the Paul Douglas Teacher Scholarship. Out-of-state students are encouraged to contact their state Departments of Education for details). Those awarded either of the above scholarships may receive up to \$5,000 per year, but must agree to teach at pre-school, elementary, or secondary level for two years for each year of scholarship assistance. Douglas recipients may teach in any state in the Union. Underwood-Smith recipients must teach in West Virginia schools.

FEDERAL STAFFORD LOANS: These are loans made through a commercial lender. A Stafford Subsidized Loan is need-based federal aid. Students at Shepherd must submit these forms to apply: 1) A Shepherd College Financial Aid and Scholarship Application, 2) a loan application obtained from their lender, and 3) a FAFSA.

Eligible applicants may borrow up to: first year—\$2,625; second year—\$3,500; third and fourth years—\$5,500. In determining the actual amount students may borrow, the school must consider the applicant's financial need and other financial aid. The total amount which students may borrow for undergraduate education is \$23,000.

Repayment begins six months after borrowers cease to be at least half-time students. For borrowers before October 1, 1992, during the first four years of repayment, the interest rate will be 8 percent. Beginning with the fifth year of repayment, the interest rate will be 10 percent. For new borrowers on October 1, 1992 or after, the interest rate is variable annually each July 1, but it may not exceed 9 percent. Students who have need less than the annual limits noted above or have no need may borrow a Stafford Unsubsidized Loan if they agree to be responsible for the interest while they are in college. Students may elect not to pay the interest while they are in college, but if they do this the accumulated interest will be added to principal when they stop at least half-time enrollment.

PARENT LOANS FOR UNDERGRADUATE STUDENTS AND SUPPLEMENTAL LOANS FOR STUDENTS: These are two federally-sponsored loan programs obtained through commercial lenders. Neither program is need based and both may be used as a replacement for family contribution expected under the other federal aid programs. Repayment on these loans must begin within 60 days of disbursement and borrowers may take up to 10 years to repay.

To apply, students must complete a loan application, a Shepherd College Financial Aid and Scholarship Application, and a FAFSA. Credit worthiness will be determined by the lender.

The PLUS loan may be borrowed by the parents of both undergraduates and graduate students. Parents may borrow up to the cost of education minus any other aid the student receives. The interest rate is annually variable but may not exceed 10 percent for new borrowers on or after October 1, 1992.

The SLS loan may be borrowed by independent undergraduate, graduate/professional, and, in unusual circumstances, dependent undergraduate students. For the first two years up to \$4,000 per year may be borrowed after other aid is considered. For the last two years \$5,000 per year is the maximum. For new borrowers on or after October 1, 1992, the interest rate is annually variable, but may not exceed 11 percent.

MILITARY AND VETERANS ADMINISTRATION EDUCATIONAL ASSISTANCE: The VA administers a number of programs for veterans and service persons seeking assistance for

education or training. Veterans and service persons who initially entered the military on or after January 1, 1977, may receive educational assistance under a contributory plan-VEAP (Chapter 32). Veterans, service persons, and those participating in the reserves who entered the military on or after July 1, 1985 may be eligible for benefits under the new G.I. Bill (Chapter 30 and Chapter 106). For further information, write or telephone the nearest Veterans Administration Office.

Veterans' benefits are sometimes available to widows and children of deceased veterans. If this circumstance applies, write or phone the nearest VA office.

Information is available from military recruiters on the new G.I. Bill, special loan repayment provisions for service persons, and on other tuition assistance programs offered by the military.

Please note that all veterans assistance programs must be considered as an aid resource for all of the preceding federal aid programs listed above.

VOCATIONAL REHABILITATION: Students who experience physical or mental disabilities may be eligible for assistance with educational expenses through their state department of vocational rehabilitation. High school guidance personnel and financial aid staff can assist in contacting these agencies. Students should contact local offices as soon as they begin planning for college.

HOW TO APPLY FOR FINANCIAL AID AND SCHOLARSHIPS

Complete all required admission forms. Action on the financial aid and scholarship application will not be taken until students have been admitted.

Scholarship Only Applicants

Entering freshmen and transfer students who wish to apply only for academic scholarships and not financial aid are encouraged but not required to submit the Shepherd College Financial Aid and Scholarship Application by March 1. The academic information on all admitted freshmen and transfers on file in the Office of Admissions will be reviewed. Priority consideration is given to those admitted by March 1.

Returning students who wish only to apply for or renew academic scholarships and not financial aid **must** complete the Shepherd College Scholarship and Financial Aid Application by March 1. They do not have to complete a FAFSA.

Financial Aid Applicants

Financial Aid applicants are those students who wish to apply for any or all of the following programs: Federal Pell Grant, WV Grant, Federal Supplemental Grant, Federal Perkins Loan, Federal Nursing Loan, Federal Work-Study, Institutional Employment, Federal Stafford Loan, Federal SLS Loan, and Federal PLUS Loan. The applicants must complete a Shepherd College Financial Aid and Scholarship Application and the Free Application for Federal Student Aid (FAFSA). Note: Stafford, SLS and PLUS Loan applicants also need to complete a loan application obtained from a commercial lender.

In order for the FAFSA information to be usable by all of the Federal Programs and West Virginia Grant, the FAFSA must be completed after January 1. It is recommended that, in order to meet all deadlines, students complete and mail the FAFSA after January 1 and before February 15, so that it can be received by a processor by March 1. It is advised that information utilized on the FAFSA be taken from federal income tax returns. The Financial Aid Office suggests that students submit signed completed copies of their parents' and their federal income tax returns along with their Shepherd College Application. In the event that it is impossible to complete tax returns by the deadline dates, it is better to estimate income than to file after the deadlines. Students are encouraged to keep copies of the information they submit. Academic year financial aid applicants who meet priority deadlines will be notified regarding their application beginning in May.

HOW STUDENTS MAINTAIN ELIGIBILITY FOR FINANCIAL AID

A new application for all types of assistance must be submitted each academic year, along with a new Free Application for Federal Student Aid (FAFSA). The deadline for priority consideration is March 1. Forms will be available from the Financial Aid Office about January 15 for the following summer session and/or academic year.

- A. Students who have received aid will continue to receive aid as long as their academic records are satisfactory; they continue to demonstrate financial need; and the accumulated amount of aid awarded does not exceed statutory maximums. Shepherd College has instituted an academic progress requirement for students who receive federal financial assistance. A complete statement of this policy follows.
- B. Renewable scholarships awarded by Shepherd require that the student maintains specific academic standards and that an application be submitted each year by March 1.
- C. Scholarships awarded by other agencies or organizations will have their own requirements for renewal.

STANDARDS OF SATISFACTORY PROGRESS FOR FEDERAL FINANCIAL AID APPLICANTS AND RECIPIENTS (Revised 3/21/85)

During the spring of 1983-84 (April 19, 1984), a joint sub-committee of the Admissions and Credits Committee and the Scholarship and Financial Aid Committee of Shepherd College (with the endorsement of both parent committees) drafted a revised academic progress policy for federal student aid recipients. The draft was then reviewed by both committees and enacted by the Scholarship and Financial Aid Committee. Since that policy was written, the federal government has clarified and provided to schools examples of policies which would satisfy the regulations. As a result of this clarification, the committees have revised and enacted the policy below, which they believe is easier to explain, understand, and administer.

Students must be making measurable satisfactory academic progress toward completion of their degree program in order to be eligible to receive financial assistance from any of the following programs:

Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Federal Perkins Student Loan, Federal Nursing Student Loan, Federal Stafford Loan, Federal PLUS Loan, Federal Supplemental Loans for Students, and the State Student Incentive Grant (West Virginia and other state grant programs).

Progress will be measured once each academic year, following the spring semester. However, progress will also be measured at the end of the semester in which students register for the maximum allowable credit hours appropriate for their degree program (see paragraphs II, A and B).

The standards of progress are as follows:

I. Qualitative Standards: (Grade point average)

As a part of the progress requirement, students must meet: 1) the grade point average requirements as defined in the Academic Probation section of the Shepherd College *Catalog*, and 2) be consistent with graduation requirements as defined in the General Requirements for Graduation section of the Shepherd College *Catalog*. Students granted readmission to the College by the Admissions and Credits Committee will be considered to have met this portion of the requirement.

II. Quantitative Standards: (Credit hours "registered for")

- A. Bachelor's degree students will be eligible to receive federal aid through the semester in which they "register for" their 160th credit hour.
- B. Associate's degree students will be eligible to receive federal aid through the semester in which they "register for" their 98th credit hour.
- C. Students must complete their hours "registered for" according to the following table:

Hours Registered For	Percentage which must be completed
1 - 40	55%
4 - 60	60%
61 - 80	65%
61 - 100	70%
101 - 120	75%
121 - 160	80%

D. Additional definitions and explanations:

1. "Registered for" is defined as the cumulative total number of hours students have enrolled for as of the close of the official add/drop period which occurs during the first days of each semester or term; the dates are listed on the official College calendar. "Cumulative total hours" are the total cumulative hours students "register for" during all enrollment periods, irrespective of receiving financial aid.
 - a. Students who receive the following grades are considered to have "registered for" those credit hours and thus they count toward the cumulative maximum: withdrawals (W), audits (Au), incompletes (I), failures (F or IF), and all passing grades (A, B, C, D, P).
 - b. Course repetitions will count as hours "registered for."
2. "Academic Year" for purposes of measurement of progress, is defined as enrollment during any or all of the following: Summer Term 1, Summer Term 2, Fall Semester, and Spring Semester.
3. Federal financial aid recipients must be enrolled in degree-granting programs.
4. Transfer students will be eligible to receive financial aid upon their enrollment at Shepherd College. They will be measured the same as other students, following the spring semester after their first enrollment. At that time, they will be measured using accepted transfer hours plus hours "registered for" at Shepherd.
5. Students required by the College to register for courses in the Academic Foundations Program (AFP) will be allowed to exceed the 160 or 98 hour maximums by an amount equal to the number of AFP credit hours required. The maximum AFP credits permitted cannot exceed 11 and cannot include any repeats of those courses.
6. Federal Stafford, Federal SLS, and Federal PLUS Loans: In addition to the progress requirement listed above, some guarantee agencies and lenders require that students progress from one grade level to the next before they are eligible to receive another loan. In determining students' grade level, the registrar's definition in the Shepherd College *Catalog* is used: first year—24 or fewer semester hours; second year—25 to 56 semester hours; third year—57 to 91 semester hours; fourth year—92 or more semester hours (refers to credit hours completed).
7. A requirement of the federal regulations regarding the progress standard is that it must be as stringent as institutional requirements for students to continue in their program of study. By departmental standard, nursing students may not continue in their program if they receive a letter grade below C in any of the nursing courses. If nursing students encounter this situation and wish to attempt reinstatement into the nursing program, they will be given one probationary semester with financial aid to seek reinstatement. If at the end of that semester they are not reinstated, they become ineligible for financial aid. If they have met all other progress standards and they wish to change majors, eligibility will continue. Only one probationary semester will be granted during either the Associate or Bachelor of Science Degree Programs in Nursing.

III. Failure:

Students who do not earn the required percentage of hours “registered for” immediately become ineligible to receive federal financial aid during succeeding enrollment periods. Likewise, bachelor’s degree students may not receive additional financial aid in any semester beyond the one in which they register for 160 credit hours. The comparable maximum for associate’s degree students is 98 credit hours.

IV. Reinstatement:

Unless eligibility is reinstated through appeal, students will remain ineligible until that time when they are again in compliance with the standards set forth. It will be the responsibility of students seeking reinstatement to request the Financial Aid Office to review their records when they believe they are again in compliance with the requirement.

V. Appeals:

Students who fail any part of the quantitative portion of the academic progress requirement will be sent a notification and it will be their responsibility to submit a written appeal, complete with documentation, within the time frame specified in the notification. Failure to submit written appeal to the Financial Aid Office, within the specified time, results in forfeiture of the right to appeal. Students who fail the qualitative portion of the requirement will be notified by the registrar and provided with an appeal procedure to the Admissions and Credits Committee.

VI. Mitigating Circumstances Regarding Appeals:

- A. The major mitigating circumstance in making an appeal will be the personal illness or the serious illness or death of an immediate family member (mother, father, sister, brother, husband, wife, child, legal guardian).
- B. The maximum number of credits students may “register for” to complete either a two- or four- year program is considered to be adequate and fair under the progress system. Thus, an appeal for additional time because of changing majors or degrees is not likely to be granted, but such appeals may be made to the Scholarship and Financial Aid Committee.
- C. If students have utilized their maximum number of hours “registered for” but still have borrowing eligibility under the Federal Stafford Loan Program, they may request to continue to borrow under that program by appealing to the Scholarship and Financial Aid Committee.
- D. Due to record-keeping limitations, students required to participate in the Academic Foundations Program who wish to take advantage of the privileges granted them in paragraphs II.D.5. must submit a written appeal to the director of financial aid.

Note: Federal regulation may require the Financial Aid Office to modify this policy slightly. All aid recipients are given a copy of the most current policy with their aid award notifications.

MORE CLARIFICATION

More detailed information regarding financial aid deadline dates, detailed costs, etc. is provided in the brochure “Shepherd College: A Guide to Cost and Financial Aid.” For this brochure, applications, or other inquiries, please write to: Financial Aid Office, Shepherd College, Shepherdstown, West Virginia 25443.



SECTION V

ACADEMIC INFORMATION AND REGULATIONS

Degrees Offered: The Bachelor of Arts degree is conferred upon majors in communications, English, history, psychology, elementary and secondary education. The Bachelor of Fine Arts degree is conferred upon graduates majoring in art. The Bachelor of Science degree is conferred upon graduates majoring in accounting; biology; business administration; chemistry; communications; computer programming and information systems; economics; home economics; hotel-motel restaurant management; mathematics; nursing; political science; recreation; sociology; and social work. The Regents Bachelor of Arts degree is conferred upon graduates who meet the program as outlined elsewhere in this *Catalog*. Requirements for associate's degrees are listed in the section on the Community College.

A Shepherd College student wishing to complete requirements for a second degree program prior to conferral of his bachelor's or associate's degree may receive the second degree when the first is conferred, provided he or she has met all requirements for the second degree or program. However, those who possess a baccalaureate degree and wish to attain a second bachelor's degree or major must complete a minimum of 32 hours of additional coursework in residence at Shepherd, and graduates wishing to earn an associate's degree must complete a minimum of 24 hours of additional coursework in residence at Shepherd. (Note: Hours needed to complete requirements for a program/degree may exceed stated minimum.)

GENERAL REQUIREMENTS FOR GRADUATION

Normally, a student's baccalaureate program consists of either a major and a minor (different from the major) or a comprehensive major. Students may declare a second major in lieu of a minor. The student's transcript will include appropriate annotation of all programs, majors, and/or minors satisfactorily completed, and degrees awarded which have been requested in the petition for graduation. Meeting requirements for a teaching certificate for liberal arts graduates would not involve conferring an additional degree.

Semester Hours and Quality Points Required: For graduation, a minimum of 128 semester hours with 256 quality points is necessary. Of the 128 hours of credit, a minimum of 45 must be earned in courses above the sophomore level. This requirement is waived for majors in elementary education entering in September 1965 and thereafter. For graduation and/or certification the applicant shall have a quality point ratio of 2.0 (average of C) on all work attempted with the exception of courses with grade of W and P. This policy took effect at the beginning of the 1956 summer session. Work taken prior to June 1956 will be computed in accordance with the regulations in force at the time the work was taken. See the Education (Professional Studies) Section for quality point requirements in teacher education. For non-teaching degrees, a 2.0 average is required in both major and minor fields. In addition, a 2.0 average is required on all credit hours attempted at Shepherd College.

Electives: Elective courses in the major, minor, or teaching field must be approved by the advisor.

Residence: At least 32 semester hours of resident study at Shepherd College are required before graduation for either the baccalaureate or associate's degree. A majority of these hours must be done in residence during the year of graduation. Students who are candidates for non-teaching degrees must have a minimum of 15 hours of residence work in their majors. Candidates for the teaching

degrees must have a minimum of eight hours of residence credit in each teaching field prior to admission to the professional block.

The final six hours of work must be completed at this institution unless the candidate is excused by the Committee on Admissions and Credits. A graduation fee and application for graduation are required and due according to the dates established in the current academic calendar. The application is available in the Office of Counseling and Placement in the College Center.

Work Completed at Another Institution: All work taken at another institution which is to be applied to a degree or teaching certificate at Shepherd must be approved in advance.

Additional requirements:

1. All obligations to the College must be paid before commencement.
2. In certain instances additional courses may be required of students for graduation in particular major fields. Students must consult with their academic advisors concerning any such requirements.
3. Candidates for graduation are expected to examine the specific section of the *Catalog* for any unique requirements in their major and/or minor.
4. Electives must be submitted where course requirements are identical in a student's major and minor or teaching fields except that the total required hours including substitution shall not exceed 128. The 128-hour limit shall not apply for those students who choose a second major in lieu of a minor.

It is the student's responsibility to check on all requirements and to make inquiry if there is doubt about meeting any of them. Required courses should be completed as soon as possible to prevent conflicts of prescribed subjects during the senior year. A student will have a seven-year period to complete requirements under the catalog in effect at the time of entrance. Students may elect to graduate under a later catalog than the one under which they entered; however, students are not permitted to split catalogs.

Graduation with Honors: Honors are determined by the cumulative quality point average of the student's work at graduation: highest honors, Summa Cum Laude, 3.75 and above; high honors, Magna Cum Laude, 3.5 to 3.74; honors, Cum Laude, 3.0 to 3.49.

McMURRAN SCHOLARS

In 1961 the faculty created the award of McMurren Scholar, which is the highest academic honor awarded at Shepherd College.

Joseph McMurren Scholars are individuals who are enrolled in a major program leading to the four-year baccalaureate degree, and who:

1. Have been presented by the vice president for academic affairs to the Honors Committee as being eligible as a scholar, having amassed:
 - a. A minimum of 80 semester hours for which a traditional grade has been given (Pass, Fail, CLEP, special examination grades and veteran's credit do not count).
 - b. A minimum 3.7 quality point average.
2. Have completed two consecutive semesters of study at Shepherd College, exclusive of summer work, for an average of 15 credit hours per semester, or for an average of 11 credit hours per semester where the supervised teaching process is involved.
3. Have been nominated by a minimum of three faculty members who have sufficient knowledge of them for demonstrating the capacity and inclination to pursue scholarship inquiry. At least two of these faculty members should come from the nominee's major department, and the third should come either from this department or from a closely allied discipline.
4. Have subsequently been approved by the faculty at large (a listing of all nominees along with the names of the three faculty in support of each nominee will be distributed to the faculty at large). Any faculty member feeling he or she has just cause may challenge the nomination by submitting a statement of position to the Honors Committee chair. All challenges shall be returned to the originating department for consideration and action.

The elected Scholars are appropriately recognized at an annual formal College convocation and the commencement exercises.

ACADEMIC DISHONESTY

Cheating in all its forms, including plagiarism and cheating on visual work, is considered an academic matter to be controlled and acted upon by the individual faculty member.

Students guilty of academic dishonesty on examinations in any course shall receive, as a minimum penalty, a grade of F in that course. Such action shall be taken by the instructor, with written notification to the school dean and the vice president for academic affairs. Repeated offenses shall subject the student to suspension or dismissal from the College. Students involved in facilitating academic dishonesty among others, such as by the unauthorized dissemination of examination materials, will be subject to disciplinary action beyond that called for by their own cheating in a course.

Plagiarism is "the act of stealing and using, as one's own, the ideas, or the expression of the ideas of another." Whether that other is another student or a published author, plagiarism is cheating. Detailed instructions on avoiding plagiarism will be provided in required English courses, and comments also may be made by instructors in other courses for which papers are written.

ACADEMIC LOAD

A semester hour consists of one hour of recitation with two preparation hours per week. Twelve semester hours per semester constitute a minimum full-time academic load. The normal load is 16 hours per semester thus making 128 hours in eight semesters (four years). One hundred twenty-eight hours are required for a bachelor's degree.

Course loads in excess of 16 hours may be taken; however, the academic load for the first semester should generally not exceed 17 hours. Thirty-two semester hours each year will usually prove sufficient for the average student. Students may register for a maximum of 19 credit hours per semester, exclusive of private applied music lessons and ensembles. A student who wishes to register for more than 19 hours must first secure the written approval of his or her advisor, department chair, and school dean.

The normal summer load is six semester hours of credit for each term, with a total of 12 semester hours for the summer sessions. Fourteen semester hours is the maximum load during the two terms. A student must have at least a B average on the last semester's work or on all work taken, or be a candidate for graduation at the end of the summer session to be eligible to take 14 semester hours. Exceptions can be made on petition to the respective advisor, department chair, and dean.

ACADEMIC PROBATION

At the end of each grading period each student's cumulative grade point average is calculated. The calculation is determined by dividing the number of earned quality points by the number of attempted hours.

Rule A. When a student's cumulative grade point average falls below 1.6 on a total of 60 or fewer hours attempted, the student will be placed on academic probation.

Rule B. When a student's cumulative grade point average falls below 1.9 on a total of 61 or more hours attempted, the student will be placed on academic probation.

In the computation of the cumulative grade point average, a grade of I will not be included as hours attempted. When the grade of I is replaced by a passing or failing grade, an appropriate entry will be made in the student's cumulative grade point average by the Office of the Registrar.

The student placed on probation at the beginning of the fall semester of an academic year must attain a 2.0 average on his or her combined fall and the following spring semester grades. If the student does not attain a 2.0 average, the student will be suspended for the following fall semester.

The student placed on probation at the beginning of the spring semester of an academic year must attain a 2.0 average for that semester. If the student does not attain a 2.0 average, the student will be suspended for the following fall semester.

ACADEMIC SUSPENSION

During a period of academic suspension, no credits earned at another institution will be accepted at Shepherd.

Summer School: Suspension will be waived temporarily for those who wish to attend either one or both summer sessions (at Shepherd) immediately following notice of suspension. The student

placed on probation at the beginning of the fall semester must attain a 2.0 average on his or her combined hours for the fall, spring and summer session(s) to be eligible to return for the following fall semester. The student placed on probation at the beginning of the spring semester must attain a 2.0 average on his or her combined hours for the spring and summer session(s) to be eligible to return for the following fall semester.

The student will be removed from probation when his or her cumulative grade point average reaches 2.0.

The student who has been suspended from the College for the first time may apply for readmission after one semester by completing an application for admission. The student who has been suspended from the College for the second time may apply for readmission after one academic year by completing an application for admission. The student who has been suspended from the College for the third time may apply for readmission after one academic year by completing an application for admission and petitioning the Admissions and Credits Committee. The Admissions and Credits Committee will review the application and render a decision in writing to the applicant.

The student on probation who withdraws from the College after the first five weeks of the semester will not be permitted to enroll in the College for the next regular semester or summer school. Any student who fails 50 percent or more of work attempted in any semester is subject to dismissal at the end of that semester.

Appeals to the above regulations may be made to the Admissions and Credits Committee.

Students receiving federal financial aid must also adhere to an academic progress requirement. The specifics of this requirement may be found in the *Catalog* under the Section IV, Expenses and Financial Assistance.

APPEALING A GRADE

The Academic Committee has approved a Grade Appeal Policy. A copy of this policy and the procedures to follow in order to appeal a grade may be obtained from the Shepherd College *Student Handbook*.

ASSESSMENT AND PLACEMENT PROGRAMS

A series of student-outcomes assessment tests and questionnaires are required of Shepherd College students. All beginning freshman students are required to complete the Freshman Assessment Test. Additionally, other assessment tests are periodically required of some or all students, under the direction of the dean of academic services. Information from each of these tests will be used to measure the contribution of Shepherd's programs and services for individual student learning and development and to measure a student's placement in academic programs.

Students are notified, in orientation, registration, or through other written notices, of the requirements to take these tests or questionnaires. Each can be completed in a modest period of time. Failure to take required placement and assessment tests or questionnaires as required by the dean of academic services will result in administrative action including withholding of grades and restriction from registration until the requirements are met.

ATTENDANCE POLICY

Students are expected to attend class; however, in the event of an absence, it is the student's responsibility to discuss with the instructor the possibility of making up any work missed. Whenever possible, the student should notify the instructor in advance of any necessary absence.

CLASSIFICATION OF STUDENTS

Classification of students is made on the following basis: first year, 24 semester hours or less; second year, 25 to 56 semester hours; third year, 57 to 91 semester hours; fourth year, 92 or more semester hours.

DEAN'S LIST

To be named to the Dean's List, a student must carry at least 15 hours of work or be in the professional teaching block and must maintain a 3.2 average for the semester.

DEGREE-SEEKING UNDECIDED MAJORS

Students who are degree-seeking but have not chosen a major are placed in the Associate of Arts program in general studies until the major is officially declared. Enrolling in the program will enable a student to complete core requirements necessary to all degrees.

FINAL EXAMINATIONS

The policy of the College is to require that final examinations be given at the end of each semester and summer term. A schedule prepared by the Registrar's Office establishes regular periods of semester examinations; the final day or days of each summer term are reserved for this purpose. Final examinations are to be administered for every course at the published time, unless other arrangements are approved by the vice president for academic affairs.

Last-semester seniors (graduating at the end of either the fall or spring semester) with a quality point average of 3.0 or better in a given course (this recommendation not to include general education courses) may be excused from the final examination at the option of the professor. Such students may elect to take the final examination which will count in the determination of the final grade. This policy does not apply to courses taken during summer sessions.

FRESHMAN ASSESSMENT AND PLACEMENT STANDARDS

The Freshman Assessment and Placement Standards for students in the State College System of West Virginia were developed to assure the integrity of associate's and baccalaureate degrees, to increase the retention and graduation rates of students, and to encourage high school students to improve their academic preparation for college.

MATHEMATICS

1. Students may not enroll at any two-year or four-year institution in the State College System in a mathematics course which is designed to be applied toward a baccalaureate degree, an associate of arts (A.A.) degree, or an associate of science (A.S.) degree at a four-year college or university or an A.A. or A.S. degree at a community college unless the minimum score prescribed below is earned on at least one of the following tests:
 - a. A score of 19 or above on the mathematics section of the American College Testing Program's Enhanced ACT Assessment Test (Enhanced ACT).
 - b. A score of 390 or above on the quantitative portion of the College Board's Scholastic Aptitude Test (SAT).
 - c. A scaled score of 39 or above on the numerical test and 32 or above on the elementary algebra test of the American College Testing Program's Assessment of Skills for Successful Entry and Transfer (ASSET).
2. Students not meeting this standard must successfully complete a program or programs in developmental (pre-college level) mathematics in order to be placed in mathematics courses which count toward a baccalaureate degree, an A.A. degree, or an A.S. degree.
3. Any institution in the State College System may elect to set higher placement scores than the minimum scores described above.

ENGLISH COMPOSITION

1. Students may not enroll at any two-year or four-year institution in the State College System in an English composition course which is designed to be applied toward a baccalaureate degree, an A.A. degree, or an A.S. degree at a four-year college or university or an A.A. or A.S. degree at a community college unless the minimum score prescribed below is earned on at least one of the following tests:
 - a. A score of 17 or above on the English section of the Enhanced ACT.
 - b. A score of 330 or above on the verbal portion of the SAT.
 - c. A score of 37 or above on the writing skills test of the ASSET.
2. In addition to achieving an acceptable score on one of the tests described above, students must also perform at an acceptable level on a writing sample developed by each institution

in the State College System and evaluated by the institution prior to the beginning of the semester or during the first two weeks of the semester.

3. Students not meeting the standards described in (1) and (2) above must successfully complete a program or programs in developmental (pre-college level) English composition in order to be placed in English composition courses which count toward a baccalaureate degree, an A.A. degree, or an A.S. degree.
4. Any institution in the State College System may elect to set higher placement scores than the minimum scores described above.

READING

1. Beginning with the fall 1993 semester, students scoring 17 or above on the reading section of the Enhanced ACT, 340 or above on the verbal section of the SAT, 36 or above on the reading skills test of the ASSET, or 30 percentile or above on the Nelson-Denny Reading Test will be considered to have met the minimal reading skill requirements.
2. Institutions in the State College System are encouraged to provide assistance for students who do not meet the standard and who are enrolled in a program leading to an associate or bachelor's degree.
3. Any institution in the State College System may elect to set higher placement scores than the minimum scores described above.

GRADE REPORTS

Mid-semester and final grade reports follow the normal grading system. A copy of the mid-semester and final grade reports will be available on campus for all students in their advisor's office. Freshmen grades are also mailed to permanent address.

GRADING SYSTEM

A — Superior; B — Good; C — Average; D — Below Average, lowest passing grade; F — Failure; I — Incomplete; W — Withdraw; P — Pass; IF — Failure due to irregular withdrawal from college or from a single class; AU—Audit; CR—Credit only awarded.

Grade changes must be made prior to the first day of registration for a regular semester or summer term, or such change will not be effected during the first three weeks of a semester or the first week of a summer term. (See Quality Points, p.59.)

INCOMPLETE GRADES

A grade of incomplete may be given to a student who has satisfactorily completed most of the requirements for a course but because of illness or other extenuating circumstances has not completed all of said requirements. All incomplete grades must be accompanied by a form provided by the Registrar's Office and completed by the professor. When the work has been completed, an appropriate grade will be given.

Incomplete grades issued during the fall semester must be made up ten days prior to the date final grades are due for the following spring semester. Incomplete grades issued during the spring semester must be made up ten days prior to the date final grades are due for the following fall semester. Incomplete grades issued during either summer session must be made up ten days prior to the date final grades are due for the following fall semester. If the incomplete is not made up according to this schedule, it automatically will become an F. When an incomplete is made up, or an F is given, the student's grade point average will be recomputed.

INDEPENDENT STUDY PROGRAM

To encourage independent reading and the spirit of research, the faculty will admit, upon recommendation of academic advisors, properly qualified students as candidates for independent study.

College credit (determined at registration for course) of one to three semester hours will be allowed for independent programs on the recommendation of the study director with the approval of the department chair. Credit gained in independent study may not be substituted for required course work.

To receive credit for independent study, the student must fulfill the following requirements:

1. Engage in reading and research as directed by the study director to supplement knowledge from sources not supplied by the courses taken in the major field.
2. Submit to the department chair with the approval of the study director, not later than one week before the end of the semester, the original and two carbon copies of an acceptable research paper embodying the findings of the study.
3. At the discretion of the department, pass an oral examination on the subject of the research paper before an examining committee consisting of a minimum of the study director, the department chair, the vice president for academic affairs, and another faculty member selected by the student, with the study director acting as chair. (When the department chair and the study director are the same person, another representative from the department will be named by the department chair.)

To be admitted to candidacy, a student must satisfy the following conditions:

1. Have an overall average of 3.0 in not less than 80 semester hours attempted.
2. Have an average of 3.0 in the major field or teaching field.
3. Submit, through his or her advisor and study director to the chair of the department concerned, a research proposal together with an abstract of the proposal.
4. Have application approved by the chair of the department.

It is suggested that independent study may be particularly desirable to some students as a summer project.

OFFICE OF ACADEMIC SUPPORT SERVICES

The Office of Academic Support Services, headquartered in Knutti Hall, room 114, offers a variety of coursework and services to assist students in achieving academic success at Shepherd. Among the responsibilities of this office are 1) the Academic Foundations Program and 2) the tutoring program.

The Academic Foundations Program at Shepherd has been designed to bridge the gap between high school and college for interested students who do not meet the stated admissions standards. Through courses in reading, study skills, composition, and mathematics, the program can assist recent high school graduates and non-traditional students who wish to attend college but whose skills need further development. Academic Foundations courses feature individualized instruction and learning assistance sessions outside of class. Completion of the Academic Foundations Program will assist students in being academically prepared to pursue a Shepherd College degree.

In addition to Academic Foundations coursework for selected students, this office operates the college-wide learning center called the Study Center. The Study Center offers free tutoring in most academic courses to any interested Shepherd student. Besides peer tutors, the Study Center employs a supportive staff of professional learning resource specialists in the areas of mathematics, composition, reading, and study skills to work with students individually and in small groups. The Study Center also sponsors free workshops on how-to-study skills and computer-assisted, self-study materials to be used independently to improve specific reading, writing, and mathematics skills.

PASS/FAIL

Students may choose to take elective courses on a pass/fail basis instead of the regular grading system, in accordance with the following:

1. Electives shall be defined as courses not directly required for an individual's degree. Thus, electives allowed within the major field of concentration would be excluded from pass/fail. In the event of change in major fields, the course previously taken for pass/fail applicable to the new major field shall be substituted by approved courses. Required general studies courses also shall be excluded from the pass/fail option. The ultimate responsibility for correct scheduling rests with the student.
2. A passing grade in the pass/fail shall be equivalent to the normal passing range of A through D in the conventional system.
3. All students are eligible for pass/fail courses with the exception of those currently on academic probation.
4. Students shall be limited to 24 hours of pass/fail, with not more than one course to a maximum of 4 credit hours being taken in any one session.

5. Students will declare in the Registrar's Office for pass/fail by the end of the week following add/drop. This decision shall be final.

PROGRAM OF GENERAL STUDIES REQUIRED FOR ALL BACHELOR'S DEGREES EXCEPT THE REGENTS B.A.

Shepherd College has established the following general studies program which is required for all bachelor degrees except the Regents B.A. degree, which has a separate set of requirements found under that section of the *Catalog*. The courses listed below would usually be taken during the student's first two years of college work and are designed to give the student a foundation in the humanities, life or physical sciences, mathematics, social sciences, and physical education. These courses should assist the student in developing the ability to synthesize knowledge, both past and contemporary, to develop values, attitudes, and traits associated with an educated person in the modern world, and to provide the basis for a liberal arts education. A total of 47 semester hours of coursework is required as follows:

PROGRAM OF GENERAL STUDIES

HUMANITIES—19 semester hours

MUSC 111	Music Appreciation	2
ART 103	Introduction to Visual Arts	2
ENGL 101	Written English and	
ENGL 102	Written English	6
ENGL 204	Survey of American Literature *	3
ENGL 208	Survey of World Literature I or	
ENGL 209	Survey of World Literature II*	3
COMM 202	Fundamentals of Speech	3

LIFE OR PHYSICAL SCIENCES—8 semester hours **

Students will choose one set of courses listed below:

BIOL 101	General Biological Science and	
BIOL 102	General Biological Science	8
BIOL 208	Plants as Organisms and Animals as Organisms and	
BIOL 209	Plants as Organisms and Animals as Organisms	8
CHEM 120	College Chemistry and	
CHEM 121	College Chemistry Laboratory	4
CHEM 122	College Chemistry and	
CHEM 123	College Chemistry Laboratory	4
CHEM 101	Chemistry in Society and	
CHEM 102	Chemistry in Society	8
CHEM 207	General Chemistry and	
CHEM 208	General Chemistry Laboratory	4
CHEM 209	General Chemistry and	
CHEM 210	General Chemistry Laboratory	4
PHYS 201	College Physics and	
PHYS 202	College Physics	8
PHYS 221	General Physics and	
PHYS 222	General Physics	8
GSCI 103	General Physical Science and	
GSCI 104	General Physical Science	8

MATHEMATICS—3 semester hours **

Students will choose at least one course listed below:

MATH 215	Introduction to Mathematics	
	or any three or four credit hour mathematics course numbered above MATH 108 except MATH 111 Mathematics of Finance.	

SOCIAL SCIENCES—15 semester hours

ECON 123	Contemporary Economics or	
ECON 205	Principles of Macroeconomics	3
HIST 101	History of Civilization: Ancient World through Medieval Period or	
HIST 102	History of Civilization: Renaissance through French Revolution or	
HIST 103	History of Western Civilization: French Revolution to Present	6
	(students will choose 2 of 3 listed)	
PSCI 100	Politics and Government or	
PSCI 102	American Federal Government	3
SOCI 203	General Sociology	3

PHYSICAL EDUCATION—2 semester hours

GSPE 100 level	General Studies Physical Education Courses	2
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FOREIGN LANGUAGE—12 semester hours

Students in the B.A. program (not including education) are required to complete 12 semester hours in the same foreign language, except music students whose requirements must be approved by the chairs of the Music and English departments. Two years of German or French or both are recommended for students who anticipate going to graduate or professional school. The foreign language requirement for the B.A. degree can be satisfied in any of the following ways:

1. By successfully passing the college Foreign Language Placement Test.

Beginning in the fall semester 1990, all students who have had course work in a foreign language and who wish to fulfill the foreign language requirement for the B.A. degree will take a placement test to determine their competency in that language. Placement tests in French, German, and Spanish will be administered by a member of the foreign language faculty during each preregistration period of the academic year. Performance on placement tests will be evaluated by a member of the foreign language faculty who, with the approval of the chair of the English Department, will determine the course level at which the student must begin his or her language study at Shepherd College.

A strong performance on the Foreign Language Placement Test may entitle the student to waive three, six, nine, or twelve credit hours, corresponding to one, two, three, or four semesters of foreign language study at Shepherd College. A student receives no credit for waived courses. Permission to retake a Foreign Language Placement Test rests with the chair of the English Department.

2. By receiving advanced placement credit for foreign language examinations.

A score of four on the advanced placement tests in French, German, or Spanish entitles a student to three hours credit in the same language, while a score of five entitles a student to six hours credit. No credit will be awarded for scores of three, two, or one.

3. By successfully completing CLEP tests in French, German, or Spanish.

For the College's policy on taking CLEP tests, see page 22 of this *Catalog*.

It is recommended that students take ENGL 208 or 209 Survey of World Literature before taking ENGL 204 Survey of American Literature.

*Since major fields of study may have specific requirements for mathematics or science courses, students should consult their academic advisor in selecting these courses.

QUALITY POINTS

The quality-point average is computed on all work for which the student has registered, except for the courses with grades of W or taken on a pass/fail or audit basis, or Academic Foundations courses, and is based on the following quality point values for each semester hour of credit:

A	B	C	D	F	IF
4	3	2	1	0	0

REPEATING COURSES

Students earn a grade of D or F on any course taken no later than the semester or summer term during which they attempt the 60th semester hour, and if they repeat this course prior to the receipt

of a baccalaureate degree, the original grade shall be disregarded and the grade or grades earned when the course is repeated shall be used in determining their grade point average. The original grade shall not be deleted from the student's record. A course in which a grade of C or better is received may not be repeated. A deficiency D or F in coursework at Shepherd College cannot be made up at another institution.

SCHEDULE OF CLASSES

A complete schedule of classes offered each semester showing days of the week and the hours at which they will meet will be available before the beginning of the semester. Each semester's schedule of classes includes a tentative listing of course offerings planned for the following semester. The College reserves the right to cancel classes with an enrollment of 10 or fewer students and to make changes in a student's schedule for class balancing and other administrative purposes.

SELECTING A MINOR

Students should be aware of the value and necessity of choosing a minor early in their college career. Delaying this decision beyond the sophomore year may mean that the student will not be able to complete the degree program in four years.

SPECIAL EXAMINATION FOR COURSE CREDIT

Application must be made to the registrar for permission to take a special examination. To qualify for permission to take such an examination, an applicant must be enrolled full-time at Shepherd College and be recommended by the department chair and the instructor concerned. Examinations will not be given for courses in which the student has obtained a low grade previously.

Applicants must pay a fee for each special examination. A receipt for the payment of the fee must be obtained from the Business Office. No money will be refunded if any examination is failed. Upon successful completion, the student will receive the hours credit for the course with no letter grade designated. This will not affect the quality point average of the student.

SPECIAL TOPICS COURSES

The College offers courses which fulfill short-term needs not justifying permanent listing in the *Catalog* or which respond to requests received on short notice.

Each discipline may have two courses, one lower-level and one upper-level, bearing the designation "Special Topics: (specific title)." The numbering of these courses is generally 199, 299, 399, or 499 depending on the level. The class schedule and the student transcripts also will carry the specific title of the course. Courses will be offered upon the agreement of the respective dean and the vice president for academic affairs.

Credit given will be from one to four hours, and the course may be repeated as needed by the department. Topics for these courses will be created as needed by the department.

THE SHEPHERD COLLEGE 'RECORD'

The Office of Public Information and Publications publishes a bi-weekly newspaper which is the official publication of the College. Changes of any provisions found in this *Catalog* will be announced in the Bulletin section of the *Record*.

WITHDRAWAL AND CHANGE OF CLASS SCHEDULE

Students desiring any change in assignment or permission to withdraw or add any course should consult the registrar. Students may change their schedule during the first three days of each semester. The withdrawal procedure is incomplete until all necessary signatures have been secured. This must be done during the specified time shown in the current academic year calendar.

A student may withdraw from any class with a grade of W (without affecting grade point average) at any time during the semester up to 4 p.m. on the seventh calendar day after midterms grades are available to the student.

The last day for withdrawal from an eight week class will be as posted in the academic calendar.

During the summer sessions, withdrawals will be permitted at any time prior to 4 p.m. the second calendar day before the last day of classes of each term. Failure to submit the withdrawal form to the Registrar's Office by the deadline will result in the grade of IF.

Complete withdrawal from the College is processed through the Registrar's Office. Unauthorized withdrawals from class or school are reported as failures.

Withdrawal from the College must be reported and financial clearance made at the Business Office. (See grading system for additional information on withdrawals.)

PROGRAM IN HONORS

Purposes of the Program in Honors

The Program in Honors supplements major-minor requirements for both baccalaureate and associate's degree students. The Program in Honors offers courses over a broad spectrum to those who meet its high academic standards of eligibility. It provides a mark of distinguished academic achievement for those who successfully complete the Program in Honors.

Student Selection and Retention

The top 5 percent of matriculating freshmen will automatically be considered for the Program in Honors.

In conjunction with the Honors Advisory Board, the director will review the credentials of other matriculating freshmen to obtain a quota necessary to fill the core honor sections. The director will review the applications of any student currently matriculated within the College or transfer students who are entering or are continuing students at the college. With the advice of the Board, the director will select those students who are meritorious. Students joining the Program in Honors who have completed those general studies courses within the required honors module, shall be admitted on a probationary status for one semester. Matriculating freshmen who have taken college level courses as part of their high school curriculum, or have completed advanced placement courses that are accepted by the College for current general studies offerings, will be admitted without probationary status. Those general studies courses that are part of the core will be waived for these students. However, each student is required to complete a total of 10 honors course prior to graduation. The student's work during the semester will be the basis for the student's acceptance into the program on a continuing basis.

Advantages for Students in the Program in Honors

Students in the Program in Honors will be eligible to receive tickets to selected events that will complement their studies in honors, and obtain access to special programming that will be available to honor students only, various social events, and retreats.

Procedures for Withdrawing from the Program in Honors

Any full-time currently enrolled student is expected to elect an honors offering each semester. Freshmen who are pre-enrolled in honors sections of a general studies course may ask to be transferred into a non-honors section of the same course during the first three weeks of the semester.

Required Core

Each student currently enrolled in the Program in Honors is expected to take a minimum of one honors selection per semester. Any exception to this rule must be approved by the director of honors in consultation with the Honors Advisory Board. Honor courses within the required module include:

ENGL 101H	Written English	3 hours
HIST 101H	Honors Western Civilization	3 hours
ENGL 102H	Written English	3 hours
HIST 102H	Honors Western Civilization	3 hours

Senior thesis or senior project minimum 3 hours

Two honors courses each in the broad areas of: the sciences and the social sciences.

ENGL 101H. HONORS WRITTEN ENGLISH (3)

Studies the major types of expository writing; writing compositions developed by prescribed rhetorical modes. Must be taken in conjunction with HIST 101H Honors History of Civilization: Ancient World Through Medieval Period. Prerequisite: satisfactory score on the English Placement

HIST 101H. HONORS HISTORY OF CIVILIZATION: ANCIENT WORLD THROUGH MEDIEVAL PERIOD (3)

A survey of ancient and medieval civilization beginning with prehistoric humans, continuing with a study of the ancient Near East, classical Greece, the Roman Republic and Empire, and the Middle Ages with some attention to concurrent developments in the non-Western world. Emphasis is placed on their basic similarities and differences in government, religion, economics, social, cultural, and intellectual (including philosophical) development. Must be taken in conjunction with ENGL 101H Honors English

ENGL 102H. HONORS WRITTEN ENGLISH (3)

A continuation of ENGL 101, with an introduction to literary types; extensive practice in various kinds of expository and critical writing with emphasis on the research paper. Must be taken in conjunction with HIST 102H Honors History of Civilization: Renaissance and Reformation Through French Revolution. Prerequisite: ENGL 101H Written English.

HIST 102H. HONORS HISTORY OF CIVILIZATION: RENAISSANCE AND REFORMATION THROUGH FRENCH REVOLUTION (3)

A survey of the Early Modern and the Enlightenment, including the Enlightened Despots, that culminates in the French Revolution. Emphasis is given to major changes in government, economic, art, learning, literature, intellectual movements, science, and the age of discovery. Must be taken in conjunction with ENGL 102H Honors English.

SENIOR THESIS OR SENIOR PROJECT (3)

In the senior year, each student enrolled in a Program in Honors will either write a department honors thesis or undertake a unique project under the guidance of a faculty member from the student's major field of study. This thesis or project may be in conjunction with a major course offered by the department, or it may be an independent study undertaken by the student under the guidance of a faculty member whose qualifications are appropriate in terms of the thesis or project topic.

WASHINGTON GATEWAY

Shepherd College's Washington Gateway Program draws upon the resources of the nation's capital and the College's proximity to those resources. Committed to excellence, Shepherd College provides a series of organized, in-depth, academic, cultural, and career experiences in the political and information capital of both our nation and the entire world.

The Gateway Program provides a variety of lectures, workshops, seminars, and field trip opportunities in such a way that the Washington, D.C.-Baltimore region becomes an exciting extension of the Shepherd experience.

The Washington Gateway includes five components:

- The Washington Semester at Shepherd College
- Cooperative education and internship experiences
- Special course offerings during semesters and intersessions
- Seminars and lectures
- Junior High Washington Gateway Program

The Washington Semester

The Washington Semester enables a student to capitalize on the proximity of Shepherd College to Washington, D.C. by combining study with hands-on experience. Students are placed in semester-long internships with various organizations, agencies, and departments in the metropolitan area. The interns spend one day a week on the Shepherd campus to participate in a special academic advising program, which includes the Washington Semester seminar. The Washington Semester

available to qualified students from any major field of study. Interns are advised to reside on campus in college residence halls and commute daily by commuter train to Washington, D.C. Students from other public institutions in West Virginia will be permitted to enroll in the program beginning spring 1994, and may be able to transfer credit back to their home institutions.

Cooperative Education and Internships in the Washington Area

Internships and cooperative education in the metropolitan area offer many important benefits. Experience and contacts gained by working in these types of positions give students an edge in the classroom and in the job market. Students can earn up to six academic credits for an internship and nine academic credits for a co-op experience. Co-op students earn an average of \$350 per week and internships are generally non-paid or receive a subsistence stipend. Both programs are useful in bridging the gap between the classroom and the world in a dynamic, integrated fashion.

Shepherd and non-Shepherd students must meet Shepherd department standards in order to participate in Washington Gateway internships or co-ops. All students work under the guidance of a Shepherd faculty member in their major.

The Washington Gateway Office assists students in finding an internship and co-op placement in the metropolitan area and in arranging housing and transportation. Students, especially non-Shepherd students, can only stay in Shepherd's residence halls and ride the commuter train to Washington, D.C.

Washington Gateway Course Offering

Each semester and intersession, unique and exciting Washington Gateway courses are sponsored by Shepherd College academic departments. These specialized courses utilize approximately 20 to 50 percent of class time in the metropolitan area. In these courses, students visit Washington and Baltimore with faculty to observe congress and government at work, attend concerts and cultural events, study government policy, and more. Recent course topics have included: Communications in the Nation's Capitol; Contemporary Art in the Metropolitan Area; The History of Washington Architecture; Introduction to Medieval Culture; A Study of Congressional Economic Policy; The Federal Judicial System; Opera; Music History and Appreciation; Congress in Action; The Art of Political Speech Writing; and Psychohistory and the American Presidency, to name a few.

Washington Gateway coursework is offered during the regular semester sessions, in summer school, and during the winter intersessions in January. Enrollment is open to any Shepherd or non-Shepherd student.

Seminar/Lecture Program

The Washington Gateway supports Shepherd's cultural arts programs in planning and coordinating lectures and seminars relating to the metropolitan area. A number of well-known speakers and performers from the metropolitan area visit campus regularly to speak with students, faculty, and members from the community.

Junior High Washington Gateway Program

The Junior High Washington Gateway program at Shepherd College is designed to be an educational experience for students entering the eighth grade. Using Shepherd's campus and the resources of the metropolitan area, the Gateway program attempts to provide a supportive, learning environment that introduces students to college planning. Gateway's primary intent is to motivate students who need the challenge into becoming better students and to "turn them on" to college.

EXPERIENTIAL EDUCATION

Shepherd encourages qualified upper-level students to round out their education with experiences at apply classroom learning to the reality of the business world, government, or not-for-profit organizations. Students must enroll in the appropriate experiential education course and complete academic work to earn credit and a grade. All experiences are supervised by both an on-site supervisor and a faculty member of Shepherd. Students have the opportunity to participate in experiential education through a variety of programs such as The Washington Semester, Cooperative Education, and other departmentally-sponsored internships. Academic departments, the Career Center, and designated academic advisors assist students in finding cooperative education or internship assignments.

The Washington Semester

The Washington Semester is a Washington Gateway Program that allows a student to spend an entire semester working in Washington four days a week. The intern gets the opportunity to experience the world of work, face questions of real importance in business, national or international life, and give serious consideration to the choice of a career. The graduate then enters the job market as an applicant with demonstrated experience and references from work supervisors as well as academic advisors.

Who is Eligible: The Washington Semester is open to students from any major field. Half the 128 hours needed for graduation must be completed before the internship begins, with an overall gpa of 2.5. The student must also have completed at least nine credits in the major field or in the field most closely related to the internship, with a gpa of 2.5 in those courses.

How it Works: The placement is tailored to the individual's goals, interests, and skills. Interns may work in any of the branches of government, in private trade organizations, with not-for-profit groups, etc. There is a supervisor at the workplace who trains, directs, and evaluates the intern.

Interns commute to Washington four days a week, then spend the fifth day at Shepherd taking part in the interdisciplinary Washington Semester Seminar, open only to participants in the Washington Semester program. The fifth day also allows time for work on the seminar paper and for meetings with academic advisors.

The internship earns 12 credits; the seminar earns 3 credits. Separate letter grades are assigned to the internship and the seminar; a pass/fail option is not available. These credits are counted as electives or, with the approval of the department, as partial fulfillment of the requirements of the major field.

WASH 390. THE WASHINGTON SEMESTER INTERNSHIP (12)

The Washington Semester Programs supplements classroom learning with practical knowledge, providing work experience in agencies and organizations in the Washington, D.C., metropolitan area. Each intern works four full days a week in a setting that is matched to the student's skills, interests and career goals. The program is open to all majors, provided the student has a 2.5 gpa and has completed one-half of the requirements for graduation before the beginning of the internship. Other requirements are detailed in the program's procedures, copies of which are available from the Washington Semester Program coordinator, the deans, and the department chairs. All Washington Semester interns must also register for WASH 391.

WASH 391. THE WASHINGTON SEMESTER SEMINAR (3)

Open only to registrants in WASH 390. This interdisciplinary seminar meets once a week to examine American society through analysis of one or more basic concepts from a variety of academic perspectives. It provides a larger framework of understanding for participants in the Washington Semester internships experience. Members of the seminar write a major research paper.

How to Start: Interested students should discuss the Washington Semester with the Washington Semester Program coordinator. An early conversation is advisable, even a semester or two before the internship, because some attractive placements have a very early application deadline.

Cooperative Education or Co-op

Cooperative education offers the student the opportunity to integrate classroom learning with practical work experience with the added advantage of ongoing support and guidance from the Cooperative Education Office in the Career Center.

Student Benefits: Besides providing employment opportunities, cooperative education enables the student to gain: invaluable pre-graduation experience in the career field; the opportunity, in many programs, to earn credit toward a degree; an opportunity to explore career interest; a permanent record of co-op experience on the student's transcript; the opportunity to relate academic training to the real world of work; financial assistance with college expenses; increased confidence; and increased employability after graduation.

Student Eligibility: Students must have the following eligibility: currently enrolled as a matriculated student; minimum of 45 credit hours for a bachelor's degree or 30 hours for an associate's degree; six credits completed in the major; completed at least one semester at Shepherd College; and have at least 2.5 gpa in the overall and in the major (Note: Some departments may require a higher gpa).

Application Procedure: Qualified students can apply by completing the Co-op Application in the Career Center. The Cooperative Education Office in the Career Center will assist students in finding assignments. All assignments must be approved by the academic department sponsoring the placement before the beginning of work. A learning agreement is signed by the department, employer, and student. Co-op students will be evaluated by an assigned faculty coordinator and the employer supervisor. A record of an approved Co-op experience will be entered on the student's transcript.

Program Flexibility: There are two Co-op schedules. A *parallel* schedule enables the student to participate in a Co-op (part-time) and attend classes as well. In an *alternating* schedule, the Co-op experience (full-time) and class work alternates by semester. The Co-op schedule is determined by the nature of the work, the employer's needs, and the student's academic schedule and flexibility.

Co-op for Credit: Shepherd's Co-op program is a cross campus program. Many departments have integrated Co-op into programs of study. Check with director of cooperative education or academic chair in major to determine which programs are participating. Co-ops for non-credit are available for students in programs that do not award credit for Co-op. Students earning credit for Co-op may earn between 1 to 9 credit hours per experience depending on department policy and type of experience. Each experience is evaluated individually. The Co-op course is as follows (The xx represents department numbers that need to be inserted by the sponsoring department):

XX 392. COOPERATIVE EDUCATION (1-9)

Cooperative education allows students to acquire essential, practical skills by being exposed to the reality of the work world beyond the boundaries of campus. May be repeated for credit, but not in the same term; topic must be different. Usually offered every term. Prerequisite: must have junior level standing and minimum 2.3 overall gpa, 2.5 in the major, approval of academic department, and placement by the Career Center. Note: Individual departments have the authority to require higher gpa requirements within their respective disciplines and may have additional prerequisites; refer to specific course listing.

INTERNSHIP

A form of independent study that integrates classroom study with supervised work experiences, an internship enables students to acquire practical skills and to integrate the world of work with classroom knowledge. Although some interns do receive pay or subsistence benefits, the primary focus is upon the experience and the skills learned. An internship generally lasts no longer than a semester. Interns are not employees of the sponsoring company/organization. Since interns earn credit, students must enroll in an internship course and complete necessary academic work to earn a credit and a grade. An internship agreement is signed by on-site supervisor, faculty, and student. For more information, students should check with their advisor and/or department chair in their major field of study.

CX 292. INTERNSHIP (1-6)

Practical experience in local, regional, and Washington Gateway organizations such as government offices, museums, arts agencies, social action groups, research laboratories, and private corporations/companies. Interns learn how to translate classroom theory and methods into professional skills and opportunities. Usually offered every term. May be repeated. Prerequisite: must have sophomore class standing with minimum 2.5 overall gpa and prior approval by the academic department. Note: Departments may have additional prerequisites; refer to specific course listings.



SECTION VI

DEGREES AND

PROGRAMS OF STUDY

Accounting	69
Accounting (Minor)	69
Anthropology/Geography (Minor)	70
Art (Graphic Design, Painting, Photography, Printmaking)	70
Art (Minor)	73
Art Education (5-8)	73
Art Education (5-8, 9-12)	72
Art Education (K-4, 5-8, 9-12)	72
Athletic Training (Minor)	74
Biology	74
Biology Education (9-12)	76
Business Administration (Core)	77
Business Administration (General, Marketing, Programming)	77
Business Administration (Minor)	78
Business Education (9-12)	80
Chemistry	81
Chemistry (Minor)	82
Chemistry Education (9-12)	82
Coaching-Athletic (Minor)	83
Communications	83
Communications (Minor)	84
Community College Programs (See Section VII Community College)	131
Computer Programming and Information Systems	85
Consumer and Homemaking Education (5-8, 9-12)	86
Early Childhood Education (Pre-K-K)	92
Economics	87
Economics (Minor)	87
Education (Minor)	92
Education (Professional Studies)	88
Elementary Education (Multi-Subjects K-4, 5-8)	91
Engineering (Minor)	93
English	93
English-Language Arts Education (5-8, 9-12) (5-8)	96
French (Minor) see Modern Languages	105
General Science (Minor)	97
General Science Education (5-12)	97
Health Education (K-4, 5-8, 9-12)	98
History	99
History (Minor)	99
Home Economics	99
Home Economics (Minor)	100
Hotel-Motel and Restaurant Management	101
Language Arts Education (5-8) See English-Language Arts	96

Library Science	102
Management (See Business Administration)	78
Marketing (See Business Administration)	79
Mathematics	102
Mathematics (Minor)	103
Mathematics Education (5-12)	104
Mathematics Education (5-8)	104
Modern Languages	105
Music	105
Music (Minor)	109
Music Education (K-4, 5-8, 9-12)	108
Nursing	112
Office Technology (Minor)	114
Photography (Minor)	114
Physical Education (K-4, 5-8, 9-12)	115
Physical Education (5-8, 9-12)	115
Physics (Minor)	116
Political Science	117
Political Science (Minor)	117
Pre-Agriculture	118
Pre-Dentistry	118
Pre-Law	118
Pre-Medicine	118
Pre-Pharmacy	119
Pre-Physical Therapy	119
Pre-Theological Studies	119
Pre-Veterinary	119
Psychology	120
Psychology (Minor)	12
Recreation and Leisure Studies	12
Recreation, and Leisure Services (Minor)	12
Regents Bachelor of Arts	12
School Library-Media (Minor or Teaching Field K-4, 5-8, 9-12) See Library Science	10
Secondary Education	8
Social Studies Education (5-12)	12
Social Studies Education (5-8)	12
Social Work	12
Sociology	12
Sociology (Minor)	12
Teacher Education (General Information)	12
Theater	12

ACCOUNTING

Due to the complexities of modern tax laws and governmental regulations, as well as the need for adequate cost information by business firms, the demand for accountants remains high, in both the private and public sectors of the economy. Courses are offered to provide job entry skills and to prepare students to take the Uniform CPA Examination.

Curriculum for a Major in Accounting

Specific general studies requirements:

ECON 205	Principles of Macroeconomics	3
MATH 154	Finite Mathematics	3
Total hours required for a major		54

Business core requirements..... 30

CPIS 214	Introduction to Computers	3
ACCT 201, 202	Introductory Accounting I and II	6
ECON 206	Principles of Microeconomics	3
BMGT 224	Business Statistics	3
BMGT 212	Business Law I	3
BMGT 310	Principles of Management	3
BMGT 340	Marketing	3
BMGT 400	Financial Management	3
BMGT 407	Business Strategy and Policy	3

Accounting major requirements..... 24

Required courses, 18 hours:

ACCT 329, 330	Intermediate Accounting I and II	6
ACCT 336	Cost Accounting	3
ACCT 335	Income Tax Accounting	3
ACCT 402	Auditing	3
ACCT 406	Advanced Accounting	3

Elective hours from the following courses, 6 hours:

ACCT 305	Managerial Accounting	3
BMGT 313	Business Law II	3
ACCT 392	Cooperative Education in Accounting	1-3
ACCT 403	Fund Accounting	3
ACCT 410	Accounting Theory	3
MATH 205	Calculus with Applications	4

Students should complete MATH 154, ACCT 201, ACCT 202, CPIS 214, BMGT 224, ECON 205, and ECON 206 during their first two years of study. They should also complete ECON 205 and MATH 154 as their general studies requirements during their first two years.

Curriculum for a Minor in Accounting

Total hours required for a minor..... 15

Required courses, 6 hours..... 6

ACCT 329	Intermediate Accounting*	3
ACCT 330	Intermediate Accounting	3

Elective hours from the following courses, 9 hours:..... 9

BMGT 338	Business Information Systems	3
ACCT 410	Accounting Theory	3
ACCT 403	Fund Accounting	3
ACCT 335	Income Tax	3
ACCT 336	Cost Accounting	3
ACCT 305	Managerial Accounting	3

Prerequisite: ACCT 201 & ACCT 202

ANTHROPOLOGY/GEOGRAPHY

This minor introduces the student to cultures and their adaptation to physical environments. Past and present cultures in their broadest scope are examined, along with human's use of natural resources, existing reserves, energy policy, and political economy.

Curriculum for a Minor in Anthropology/Geography

Total hours required for a minor	24
GEOG 101 Principles of World Geography	3
GEOG 301 World Economic Geography	3
ANTH 314 Physical Anthropology	3
ANTH 315 Cultural Anthropology	3
ANTH 299 Introduction to Archaeology	3
Elective courses—3 credits selected from any course offering in Geography and 6 credits in any combination from either Anthropology or Geography electives	9

ART

The programs in the Department of Art are designed to provide students with a diversified experience in art and an in-depth experience in one major concentration area. Students are challenged and encouraged to grow creatively and professionally as artists, graphic designers, photographers, and teachers. They progress through a carefully-developed series of courses mixing the development of technical skills, language, and theories of the visual arts with the broad-based knowledge of the liberal arts essential to artists in the complex contemporary world. The program lead to either the Bachelor of Fine Arts (B.F.A.) degree, the only recognized degree for those who wish to compete for professional positions in studio art or to enter graduate school for a M.F.A. or the Bachelor of Arts (B.A.) degree in art education for those who intend to enter the teaching profession.

Curriculum for a Bachelor of Fine Arts

Total hours required	123
Fine arts core	39
ART 140 Foundations of Design I	3
ART 170 Foundations of Design II	3
ART 203 History of Western Art	3
ART 208 Portfolio Development	1
ART 303 Contemporary Art	3
ART 304 Special Topics in Art History	3
ART 390 Junior Review	0
ART 490 Senior Review	0
Free electives to be selected from campus wide as well as departmental offerings	5

Group I: To be discussed with advisor.

Select three classes (9 hours outside the concentration requirement) from the following:

ART 115 Introduction to Drawing	3
ART 260 Printmaking	3
PHOT 281 Black and White Photography I	3
GRDS 171 Introduction to Graphic Design	3
ART 230 Painting I	3

Group II: To be discussed with advisor.

Select three classes (9 hours outside the concentration requirement) from the following:

ART 215 Intermediate Drawing	3
PHOT 282 Black and White Photography II	3
GRDS 271 Typography	3
ART 330 Advanced Painting	3

ART 361	Advanced Printmaking	3
ART 400	Special Topics in Studio Art	3-9
Concentration (choose ONE option)		42

Graphic Design Option (select 42 hours)

ART 115	Introduction to Drawing	3
ART 215	Intermediate Drawing	3
GRDS 171	Introduction to Graphic Design	3
GRDS 271	Typography	3
GRDS 372	Computer Application in Graphic Design	3
GRDS 373	Pre-Press Production	3
GRDS 375	Design Strategies of Visual Communication I	3
GRDS 376	Design Strategies of Visual Communication II	3
GRDS 479	Projects Workshop in Graphic Design	3-6
GRDS 480	Case Studies in Graphic Design	3-6
Select 6 hours from the following:		
GRDS 470	Internship in Graphic Design	3-6
GRDS 371	Practicum in Graphic Design	3-6
PHOT 481	Graphic Design Photography I	3
GRDS 377	Illustration I	3
GRDS 475	Illustration II	3
Electives (To be discussed with advisor)		6

Painting Option (select 42 hours)

ART 115	Introduction to Drawing	3
ART 215	Intermediate Drawing	3
ART 230	Painting I	3
ART 330	Painting II	3
ART 410	Advanced Drawing	3
ART 411	Life Drawing	3-9
ART 430	Figure Painting	3-9
ART 434	Research in Painting	3-9
ART 403	Aesthetic Criticism	3
ART 400	Special Topics in Studio Art	3-6

Photography Option (select 42 hours)

PHOT 280	Visual Fundamentals of Photography	3
PHOT 381	Studio Photography I	3
PHOT 282	Black and White Photography II	3
PHOT 384	Photojournalism	3
PHOT 484	Studio Photography II	3
PHOT 479	Projects Workshop in Photography I	3
PHOT 480	Projects Workshop in Photography II	3
PHOT 481	Graphic Design Photography I	3
PHOT 383	Color Photography I	3
PHOT 485	Color Photography II	3
PHOT 488	Practicum in Photography	3-9
PHOT 385	Seminar in Photography	3
PHOT 381	Computer Digital Imagery	3
PHOT 486	Alternate Processes in Photography I	3
PHOT 487	Alternate Processes in Photography II	3

Printmaking Option (select 42 hours)

ART 115	Introduction to Drawing	3
ART 215	Intermediate Drawing	3
ART 260	Printmaking	3

ART 361	Advanced Printmaking	3
ART 403	Criticism	3
ART 362	Etching	3-6
ART 363	Serigraphy	3-6
ART 364	Lithography	3-6
ART 410	Advanced Drawing	3-6
ART 365	Relief Printing	3-6
ART 464	Research in Printmaking	3-9
ART 411	Life Drawing	3-6
ART 400	Special Topics in Studio Art	3-6

BACHELOR OF ARTS IN SECONDARY EDUCATION

The Bachelor of Arts in education with a teaching field in art (K-12, 5-8, 9-12) is designed to provide the graduate with the skills and technical knowledge in art combined with an understanding and experience in the educational process. Graduates may receive certification to teach art at three educational levels.

Curriculum for a Bachelor of Arts Degree in Secondary Education with a Teaching Field in Art Grades K-4, 5-8, 9-12

A student who wishes to earn a Bachelor of Arts in Art Education K-12 takes college required general studies courses (47 hours), studio core (15 hours), studio orientation (15 hours), art education methods and theory (17 hours), education professional studies courses (p. 88), and electives, total 128 semester hours minimum. The major, outlined below, consists of studio courses, studio orientation, and methods and theory courses.

Total semester hours required		47
Studio core requirements		15
ART 140	Foundations of Design I	3
ART 170	Foundations of Design II	3
ART 203	Survey of Western Art	3
ART 303	Contemporary Art	3
ART 403	Aesthetic Criticism	3
Studio orientation requirements		15
ART 115	Introduction to Drawing	3
ART 260	Printmaking	3
PHOT 181	Basic Photography	3
GRDS 171	Introduction to Graphic Design	3
ART 230	Painting I	3
Methods and theory of teaching requirements		17
ART 240	Art Education Practicum	3
ART 323	Visual Art for Elementary Teachers	5
ART 355	Principles and Practices in Art Education	3
EDUC 360	Survey of Exceptional Children	3
EDUC 427	Special Methods of Teaching Art*	3

* Required in Professional Education Program.

Curriculum for a Bachelor of Arts Degree in Secondary Education with a Teaching Field in Art Grades 5-8, 9-12

A student who wishes to earn a Bachelor of Arts in Art Education 5-8, 9-12 takes college required general studies courses (47 hours), studio core (15 hours), studio orientation (15 hours), art education methods and theory (14 hours), education professional studies courses (p. 88) plus a studio concentration of two approved advanced studio electives (6 hours)—total 128 semester hours minimum.

Total semester hours requirements	50
Studio core required	15
ART 140 Foundations of Design I	3
ART 170 Foundations of Design II	3
ART 203 Survey of Western Art	3
ART 303 Contemporary Art	3
ART 403 Aesthetic Criticism	3
Studio orientation requirements	15
ART 115 Introduction to Drawing	3
ART 260 Printmaking	3
PHOT 181 Basic Photography	3
GRDS 171 Introduction to Graphic Design	3
ART 230 Painting I	3
Methods and theory of teaching requirements	14
ART 320 Art in Elementary Education	2
ART 240 Art Education Practicum	3
ART 355 Principles and Practices in Art Education	3
EDUC 360 Survey of Exceptional Children	3
EDUC 427 Special Methods of Teaching Art*	3
Studio concentration	6

* Required in Professional Education Program.

Curriculum for a Teaching Field in Art Grades 5-8

This curriculum does not stand alone as a field of study for art education majors. It is available for multi-subjects, elementary majors as a certification area and for secondary majors who are interested in certification for two or more subject areas at the middle school level.

Total semester hours required	27
ART 115 Introduction to Drawing	3
ART 140 Foundations of Design I	3
ART 170 Foundations of Design II	3
ART 203 History of Western Art	3
ART 303 Contemporary Art	3
ART 230 Painting I	3
ART 355 Principles and Practices of Art Education	3
ART 260 Printmaking	3
EDUC 427 Special Methods of Teaching Art*	3

*Required in Professional Education Program

Curriculum for a Minor in Art

Total semester hours required	24
ART 140 Foundations of Design I	3
ART 170 Foundations of Design II	3
ART 115 Introduction to Drawing	3
ART 203 History of Western Art	3
ART 303 Contemporary Art	3
ART 230 Painting I	3
ART 260 Printmaking	3
PHOT 281 Black and White Photography I	3

ATHLETIC TRAINING

Athletic training as a minor or as a teacher certification field is open to students in any major who meet the selection criteria.

Athletic Training Minor (non-teaching)

The Physical Education Department offers a comprehensive interdisciplinary, non-teaching minor in athletic training. The curriculum is designed to prepare students for graduate school in sports medicine and eventually qualifying them for certification by the National Athletic Trainers Association (NATA), or to serve as an athletic trainer in the public schools.

The minor in athletic training is open to students in any major who meet the selection criteria.

Selection Criteria

1. Candidates for the program should complete the application form by December of their sophomore year. Applications will be reviewed during the month of January and again in May.
2. Applicants must provide three letters of recommendation. It is desirable to have two letters from faculty and one from a physician, physical therapist, or athletic trainer.
3. Applicants must be in good academic standing and provide a transcript of courses completed and a statement of athletic training-related experiences.
4. Applicants must have a minimum 3.0 grade point average in Care and Prevention of Athletic Injuries (ATHC 224) and First Aid (HLTH 225).
5. An interview of applicants may be necessary to determine acceptance into the program.

Curriculum for a Minor or Teacher Certification in Athletic Training

Total semester hours required		30
HLTH 103	Personal Health	3
HLTH 225	First Aid/CPR	3
ATHC 224	Care and Prevention of Athletic Injuries	3
HMEC 318	Nutrition	3
PHED 229	Athletic Training I	3
PHED 329	Athletic Training II	3
PHED 405	Applied Kinesiology	3
PHED 370	Applied Anatomy and Physiology	4
PHED 360	Athletic Training Practicum I	3
PHED 365	Athletic Training Practicum II	3
EDUC 433	Special Methods of Teaching Athletic Training	3

BIOLOGY

The courses in biology are intended to acquaint students with the living world around them; to provide an understanding of the fundamental life processes; to demonstrate scientific methods of approach to find solutions for problems; to cultivate an attitude of inquiry and research; to develop laboratory skills in various types of work in life science; to prepare students as teachers of biology; and to give pre-professional preparation in such fields as medicine, dentistry, veterinary medicine and other related fields.

Curriculum for a Major in Biology

Total hours required		57-61
Required biology courses		30-33
BIOL 208	Plants as Organisms	4
BIOL 209	Animals as Organisms	4
BIOL 305	Cell Biology	4
BIOL 394	Principles of Biological Research	3
BIOL 344	Genetics and Evolution	4
BIOL 406	Developmental Biology	4
BIOL 420	General Ecology	4

BIOL 415	Biological Research or	
BIOL 425	Internship in Biology	3-6
Elective biology courses		8
Any courses numbered BIOL 302 through BIOL 450 except BIOL 350		
Required related courses		19-20
CHEM 207	General Chemistry	3
CHEM 208	General Chemistry Lab	1
CHEM 209	General Chemistry	3
CHEM 210	General Chemistry Lab	1
PHYS 201	College Physics and	
PHYS 202	College Physics	8
or		
PHYS 221	General Physics and	
PHYS 222	General Physics	8
MATH 205	Calculus with Applications or	
MATH 314	Statistics	3-4
NOTE: Prerequisite for either course is mathematical competence equivalent to completion of MATH 105 or MATH 154.		

Curriculum for a Minor in Biology

Option I. Traditional Track

Total hours required		32
Required biology courses		20
BIOL 208	Plants as Organisms	4
BIOL 209	Animals as Organisms	4
BIOL 305	Cell Biology	4
Any two of the following:		
BIOL 344	Genetics and Evolution	4
BIOL 406	Developmental Biology	4
BIOL 420	General Ecology	4
Elective biology courses		4
BIOL 302	Microbiology	4
BIOL 310	Plant Pathology	3
BIOL 312	Vertebrate Natural History	4
BIOL 313	Invertebrate Natural History	4
BIOL 324	Plant Taxonomy I Fall Flora	2
BIOL 325	Plant Taxonomy II Spring Flora	1
BIOL 332	Comparative Anatomy	4
BIOL 344	Genetics and Evolution	4
BIOL 360	Animal Behavior	3
BIOL 401	Histology	4
BIOL 404	Immunology	4
BIOL 406	Developmental Biology	4
BIOL 410	Plant Physiology	3
BIOL 412	Animal Physiology	3
BIOL 420	General Ecology	4
Required related courses		8
CHEM 207	General Chemistry	3
CHEM 208	General Chemistry Lab	1
CHEM 209	General Chemistry	3
CHEM 210	General Chemistry Lab	1

Option II. Molecular Track

Total hours required	35
Required biology courses	27
BIOL 208 Plants as Organisms	4
BIOL 209 Animals as Organisms	4
BIOL 305 Cell Biology	4
BIOL 304 Microbiology	4
BIOL 344 Genetics and Evolution	4
BIOL 394 Principles in Biological Research	3
BIOL 404 Immunology or	
BIOL 416 Molecular Biology	4
Required related courses	8
CHEM 207 General Chemistry	3
CHEM 208 General Chemistry Lab	1
CHEM 209 General Chemistry	3
CHEM 210 General Chemistry Lab	1

NOTE: For the minor, the student must also take any 3 credit hour mathematics course numbered MATH 108 or above, other than MATH 111 or MATH 215.

Curriculum for Biology Teaching Specialization Grades 9-12

Total hours required	59-61
Required biology courses	51-52
BIOL 208 Plants as Organisms	4
BIOL 209 Animals as Organisms	4
BIOL 225 Human Anatomy & Physiology	3*
BIOL 226 Human Anatomy & Physiology	3*
BIOL 305 Cell Biology	4
BIOL 344 Genetics and Evolution	4
BIOL 406 Developmental Biology	4
BIOL 420 General Ecology	4
CHEM 207 General Chemistry	3
CHEM 208 General Chemistry Lab	1
CHEM 209 General Chemistry	3
CHEM 210 General Chemistry Lab	1
CHEM 325 Computers in Science	3
GSCI 301 Geology	4
EDUC 423 Special Methods of Teaching Science	3
MATH 205 Calculus with Applications or	
MATH 314 Statistics	3
Elective courses in science	8

Select a minimum of 8 hours of electives from the following:

BIOL 300 and above (recommended: BIOL 302, BIOL 224/225, or BIOL 313)

CHEM 300 and above (recommended: CHEM 315 and 316)

PHYS 300 and above

GSCI 300 and above (recommended: GSCI 303 or GSCI 306)

(These recommendations do not apply to students seeking an additional teaching field in the natural sciences.)

* Currently two hours, BIOL 225 and 226 will each become 3 hours at the end of the regular 1993-94 academic year.

NOTES: The prerequisite for either mathematics course is mathematical competence equivalent to completion of MATH 105 or MATH 154.

Although one may declare secondary education with a specialization (teaching field) in biology grades 9-12 as a major upon admission to the College, to be officially admitted to the program the student must:

1. Have completed CHEM 207, CHEM 208L, CHEM 209, CHEM 210L, BIOL 208, BIOL 209, EDUC 200, and EDUC 301 or their equivalents with a grade of C or better in each course;

2. Have completed 32 semester hours of academic work with an overall gpa of at least 2.5;
3. Have the natural sciences specializations coordinator as an academic advisor;
4. Be free of convictions for felonies and/or crimes related to moral character; and
5. Pass a screening by the faculties of the Department of Biology and the Department of Physical Sciences.

Retention in the program depends upon the student meeting retention standards. These standards can be found in *Information and Planning Resource for Students Pursuing the Biology 9-12 Specialization*.

BUSINESS ADMINISTRATION

Accounting and business administration majors must also elect a minor field of study. Any course that is required in both the major and the minor must be replaced by an elective numbered ACCT, BMGT, ECON, or CPIS 300 or higher.

Hotel-motel and restaurant management and comprehensive computer programming and information systems majors do not need a minor.

Specific general studies requirements:

ECON 205	Principles of Macroeconomics	3
MATH 154	Finite Mathematics	3

Curriculum for a Major in Business Administration with a Concentration in General Business

The concentration in general business provides the student with flexibility in the job market. It prepares generalists who should be able to meet changes in the specific employment needs of the business community.

Total hours required for a major		48
Business core requirements		30
CPIS 214	Introduction to Computers	3
ACCT 201 and 202	Introductory Accounting I and II	6
ECON 206	Principles of Microeconomics	3
BMGT 224	Business Statistics	3
BMGT 212	Business Law I	3
BMGT 310	Principles of Management	3
BMGT 340	Marketing	3
BMGT 400	Financial Management	3
BMGT 407	Business Strategy and Policy	3
General business requirements		18
One of the following accounting courses:		
ACCT 305	Managerial Accounting	3
ACCT 329	Intermediate Accounting I	3
ACCT 335	Income Tax	3
ACCT 336	Cost Accounting	3
One of the following marketing courses:		
BMGT 350	Retailing	3
BMGT 352	International Marketing	3
BMGT 365	Promotional Strategy	3
BMGT 375	Strategic Marketing	3
BMGT 395	Consumer Behavior	3
BMGT 405	Marketing Research	3

One of the following management courses:

BMGT 321	Labor Problems	3
BMGT 323	Human Resource Management	3
BMGT 413	Quantitative Methods	3
PSYC 321	Industrial/Organizational Psychology	3

Three additional elective courses numbered ACCT, BMGT, CPIS, or ECON 300 or higher, two of which must come from the following list:

BMGT 205	Calculus with Applications*	4
CPIS 311	Computer Language Concepts**	3
BMGT 313	Business Law II	3
CPIS 316	RPG-II Programming**	3
ACCT 330	Intermediate Accounting II	3
BMGT 405	Marketing Research	3
BMGT 413	Quantitative Methods*	3
ECON 301	Intermediate Microeconomic Analysis***	3
ECON 303	Managerial Economics***	3
ECON 305	Money and Banking***	3

*Students minoring in mathematics may not use these courses to fulfill the above requirement.

**Students minoring in programming and information systems may not use these courses to fulfill the above requirement.

***Students minoring in economics or seeking a double major in business and economics may not use these courses to fulfill the above requirement.

Students should complete MATH 154, ACCT 201, ACCT 202, CPIS 214, BMGT 224, BMGT 212, ECON 205, and ECON 206 during their first two years of study.

Curriculum for a Minor in Business Administration

Total hours required for a minor		21
ACCT 201 and 202	Introductory Accounting I and II	6
ECON 206	Principles of Microeconomics	3
CPIS 214	Introduction to Computers	3
BMGT 224	Business Statistics*	3
BMGT 212	Business Law I	3
BMGT 310	Principles of Management	3
BMGT 340	Marketing	3
BMGT 400	Financial Management	3

*Students not majoring in economics may, with the permission of the chair of the Division of Business Administration, substitute Statistics MATH 314 for BMGT 224. Students required to take MATH 314 in their major will substitute a business elective ACCT, BMGT, ECON or CPIS 300 or higher.

Curriculum for a Major in Business Administration with a Concentration in Management

The concentration in management is designed to provide students with knowledge and skills in solving both quantitative and behavioral problems associated with the management functions of planning, organizing, leading and controlling.

Specific general studies requirements:

ECON 205	Principles of Macroeconomics	3
MATH 154	Finite Mathematics	3

Total hours required for a major	48
Business core requirements	30
CPIS 214 Introduction to Computers	3
ACCT 201 and 202 Introductory Accounting I and II	6
ECON 206 Principles of Microeconomics	3
BMGT 224 Business Statistics	3
BMGT 310 Principles of Management	3
BMGT 212 Business Law I	3
BMGT 340 Marketing	3
BMGT 400 Financial Management	3
BMGT 407 Business Strategy and Policy	3

Management concentration requirements 18

Required courses, 12 hours:

ACCT 305 Managerial Accounting	3
PSYC 321 Industrial/Organizational Psychology	3
BMGT 415 Operations and Production Management	3
ECON 303 Managerial Economics	3

Electives from the following courses, 6 hours:

BMGT 321 Labor Problems	3
CPIS 418 Management Information Systems	3
BMGT 323 Human Resource Management	3
BMGT 375 Strategic Marketing	3
BMGT 413 Quantitative Methods	3
ECON 350 Government and Business	3
BMGT 345 Written Communications in Business	3

Students should complete MATH 154, ACCT 201, ACCT 202, CPIS 214, BMGT 224, BMGT 212, ECON 205, and ECON 206 during their first two years of study.

Curriculum for a Major in Business Administration with a Concentration in Marketing

Emphasis on problems of marketing including production controls, transportation, merchandising, purchasing, and sales has created expanding job opportunities in this field.

Specific general studies requirements:

ECON 205 Principles of Macroeconomics	3
MATH 154 Finite Mathematics	3

Total hours required for a major 48

Business core requirements 30

CPIS 214 Introduction to Computers	3
ACCT 201 and 202 Introductory Accounting I and II	6
ECON 206 Principles of Microeconomics	3
BMGT 224 Business Statistics	3
BMGT 212 Business Law I	3
BMGT 310 Principles of Management	3
BMGT 340 Marketing	3
BMGT 400 Financial Management	3
BMGT 407 Business Strategy and Policy	3

Marketing concentration requirements 18

Required courses, 12 hours:

ACCT 305	Managerial Accounting	3
BMGT 375	Strategic Marketing	3
BMGT 395	Consumer Behavior	3
BMGT 405	Marketing Research	3

Electives from the following courses, 6 hours:

BMGT 345	Written Communications in Business	3
BMGT 350	Retailing	3
BMGT 352	International Marketing	3
BMGT 365	Promotional Strategy	3

Students should complete MATH 154, ACCT 201, ACCT 202, CPIS 214, BMGT 224, BMGT 212, ECON 205, and ECON 206 during their first two years of study.

Curriculum for a Major in Business Administration with a Concentration in Programming

Specific general studies requirements:

ECON 205	Principles of Macroeconomics	3
MATH 154	Finite Mathematics	3

Total hours required for a major 48

Business core requirements 30

CPIS 214	Introduction to Computers	3
ACCT 201 and 202	Introductory Accounting I and II	6
ECON 206	Principles of Microeconomics	3
BMGT 224	Business Statistics*	3
BMGT 212	Business Law I	3
BMGT 310	Principles of Management	3
BMGT 340	Marketing	3
BMGT 400	Financial Management	3
BMGT 407	Business Strategy and Policy	3

Programming concentration requirements 18

Required courses, 12 hours:

CPIS 311	Computer Language Concepts	3
CPIS 384	COBOL	3
CPIS 385	Assembler Programming	3
CPIS 417	Advanced COBOL	3

Electives from any computer programming and information systems courses

CPIS 300 to CPIS 499	6
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Students should complete MATH 154, ACCT 201, ACCT 202, CPIS 214, BMGT 224, BMGT 212, ECON 205, and ECON 206 during their first two years of study.

BUSINESS EDUCATION TEACHING FIELD

The following curricula prepare teachers of business subjects in grades 9-12, as well as vocational technical schools. The four-year program leads to certification in the field of business education.

Curriculum for Business Education Teaching Field 9-12

Total hours required for teaching field 61

BMGT 150	Introduction to Business	3
ACCT 201 and 202	Introductory Accounting I and II	6
CPIS 214	Introduction to Computers and BASIC Programming	3
BMGT 212	Business Law I	3
BMGT 224	Business Statistics	3

BMGT 310	Principles of Management	3
BMGT 345	Written Communications in Business or	
BSED 227	Business Communications	3
BSED 104*	Keyboarding II	3
BSED 201	Alphabetic Notetaking	3
BSED 320	Electronic Editing	3
BSED 324	Office Administration	3
BSED 326	Calculator Skills	1
BSED 327	Records Management	1
BSED 328	WordPerfect	1
BSED 329	Office Systems Software	3
BSED 392	Cooperative Education	3
BSED 380	Desktop Publishing	3

* Students must take Keyboarding I (BSED 103) if they do not pass the placement examination.

The following courses, required for the business education 9-12 teaching field, are also part of the Secondary Education Professional Program requirement:

EDUC 430	Special Methods of Teaching Business Education	3
EDUC 360	Survey of Exceptional Children	3

The following courses, required for the business education 9-12 teaching field, are also part of the general studies requirement:

ECON 123	Contemporary Economics or	
ECON 205	Principles of Macroeconomics	3
MATH 154	Finite Mathematics	3

CHEMISTRY

The department offers a comprehensive program of courses in chemistry designed to serve those students preparing to enter the field of industrial chemistry, to enter graduate school in the field of chemistry, to work in related fields where chemistry is an important part of their background, to teach chemistry and general science, and for a non-science career where a broad educational background is needed.

Curriculum for a Major in Chemistry

Total hours required	58-59
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Required chemistry courses

CHEM 207	General Chemistry I	3
CHEM 208	General Chemistry Lab I	1
CHEM 209	General Chemistry II	3
CHEM 210	General Chemistry Lab II	1
CHEM 315	Organic Chemistry I	4
CHEM 316	Organic Chemistry II	4
CHEM 321	Analytical Chemistry	4
CHEM 322	Instrumental Analysis	4
CHEM 325	Computers in Science	3
CHEM 327	Solution Chemistry	3
CHEM 328	Solution Chemistry Lab	1
PHYS 201	College Physics or	
PHYS 221	General Physics	4
PHYS 202	College Physics or	
PHYS 222	General Physics	4
MATH 106	Trigonometry	2
MATH 108	Precalculus	3
MATH 207	Calculus I	4

Option I: Traditional Track

Required chemistry and mathematics courses

CHEM 427	Spectroscopy	2
CHEM 428	Thermodynamics	3
CHEM 429	Thermodynamics Lab	1
MATH 208	Calculus II	4

NOTE: A minor in a field approved by the Department of Physical Sciences is required.

Option II: Biochemistry Track*

Required chemistry and auxiliary courses

CHEM 329	Biochemistry I	3
CHEM 330	Biochemistry II	3
CHEM 320	Biochemical Techniques	2
BIOL 394	Principles of Biological Research	3

*NOTE: Students in Biochemistry Track must minor in Biology, Option II: Molecular Track.

Curriculum for a Minor in Chemistry

Total hours required 16

Required chemistry courses 16

CHEM 207	General Chemistry I	3
CHEM 208	General Chemistry Lab I	1
CHEM 209	General Chemistry II	3
CHEM 210	General Chemistry Lab II	1
CHEM 315	Organic Chemistry I	4
CHEM 316	Organic Chemistry II	4

Elective chemistry courses 8

Any chemistry courses numbered CHEM 301 or higher, except

CHEM 311 Chemical Pharmacology

Curriculum for Chemistry Teaching Specialization Grades 9-12

Total hours required 6

CHEM 207	General Chemistry I	3
CHEM 208	General Chemistry Lab I	1
CHEM 209	General Chemistry II	3
CHEM 210	General Chemistry Lab II	1
CHEM 315	Organic Chemistry I	4
CHEM 316	Organic Chemistry II	4
CHEM 321	Analytical Chemistry	4
CHEM 325	Computers in Science	3
CHEM 327	Solution Chemistry	3
CHEM 328	Solution Chemistry Lab	1
PHYS 201	College Physics I	4
PHYS 202	College Physics II	4
MATH 108	Precalculus	3
MATH 106	Trigonometry	2
MATH 205	Calculus With Applications or	
MATH 207	Calculus I	4
EDUC 423	Special Methods of Teaching Science	3
Chemistry electives		6

Select a minimum of 6 semester hours of courses from CHEM 300 and above;

recommended courses are CHEM 301, CHEM 308, CHEM 322, CHEM 329,

CHEM 330, and CHEM 427.

The prerequisite for all mathematics courses is mathematical competence equivalent to completion of MATH 105.

Although a student may declare secondary education with a specialization (teaching field) in chemistry grades 9-12 as a major upon admission to the College, to be officially admitted to the program the student must:

1. Have completed CHEM 207, CHEM 208L, CHEM 209, CHEM 210L, BIOL 208, BIOL 209, EDUC 200, and EDUC 301 or their equivalents with a grade of C or better in each course;
2. Have completed 32 semester hours of academic work with an overall gpa of at least 2.5;
3. Have the natural sciences specializations coordinator as an academic advisor;
4. Be free of convictions for felonies and/or crimes related to moral character; and
5. Pass a screening by the faculties of the Department of Biology and the Department of Physical Sciences.

Retention in the program depends upon the student meeting retention standards. These standards can be found in *Information and Planning Resource for Students Pursuing the Chemistry 9-12 Specialization*.

COACHING-ATHLETIC

One of the major problems facing athletics is the lack of professional training of coaches at all levels. The growth of competitive athletics has caused the demand for coaches to expand beyond the supply of physical educators, and those outside of physical education have received little or no training in coaching, conditioning, or care of injuries. To coach in public school, West Virginia law states that "all coaches should hold a teaching certificate and must be employed by the district as a regular or part-time teacher." This law has little regard for the training of coaches or the nature of their non-coaching duties. The following coaching endorsement has been approved at Shepherd College to help institute a quality program for coaches.

Coaching Minor

Total hours required for a minor	30
Sport Science	9
PHED 228 Sport Administration	3
PHED 370 Applied Anatomy and Physiology	4
PHED 380 Perceptual Motor Learning	2
Sport First Aid	6
HLTH 225 First Aid/CPR	3
ATHC 224 Care and Prevention of Athletic Injuries	3
Sport Techniques and Tactics	15
ATHC 403 Principles of Coaching	3
ATHC 405 Psychology of Coaching	3
ATHC XXX Coaching of (Choose at least one)	3
ATHC 350 Coaching of Football	
ATHC 351 Coaching of Basketball	
ATHC 352 Coaching of Baseball	
ATHC 353 Coaching of Tennis	
ATHC 450 Coaching Internship	6

COMMUNICATIONS

The communications program recognizes the value of a liberal arts, rhetorically-based program for those who must live in a sometimes specialized, narrow, and vocationally-oriented culture. From its center in rhetorical-critical studies, students are offered course selections in communications theory, interpersonal communication, intercultural communication, media studies, and broadcasting. The Communications Department prepares its graduates for a diversity of careers in media, public relations, organizational communications, management, sales, advertising, and advanced study in the field. The program's breadth, depth, focus, and scope are designed to prepare graduates to be so intellectually resilient that inevitable technological change is not only anticipated but readily mastered. Capstone experiences include the Washington Gateway Program in which students may intern in the Washington, D. C. area—an educational opportunity unique to colleges in the state.

Curriculum for a Major in Communications Bachelor of Science or Bachelor of Arts Degree*

* A Bachelor of Arts Degree requires 12 Hours of a foreign language

Minimum requirements for graduation 12

Required hours for a major in communication 39-42

General studies requirements 47

Minor 24

Electives (depending on minor) 15-18

Required courses:

COMM 205	Writing for the Media	3
COMM 210	Interviewing and Listening	3
COMM 211	Introduction to Broadcasting	3
COMM 215	Interpersonal Communication	3
COMM 300	Persuasion, Propaganda, and Public Opinion	3
COMM 301	Rhetorical Theory and Criticism	3
COMM 305	Historical Development and Influences in Mass Comm.*	3
COMM 315	Communications in Professional Contexts	3
COMM 319	Principles and Types of Group Discussion or	
COMM 320	Advocacy and Debate	3
COMM 340	Advertising or	
COMM 341	Media Criticism	3
COMM 400	Media Law and Ethics	3
COMM 401	Communications Research	3
COMM 405	Advanced Writing for the Media	3
COMM 410	Intercultural Communication	3
COMM 402	Seminar in Communications or	
COMM 450	Internship in Communications	1-3

Communications major and minors must earn a C or better in all required 300 and 400 level communications courses.

*Pending final approval.

Minor in Communications

Required hours for a minor 1

Required courses

COMM 205	Writing for the Media	3
COMM 300	Persuasion, Propaganda, and Public Opinion	3
COMM 301	Rhetorical Theory and Criticism	3
COMM 210	Interviewing and Listening or	
COMM 315	Communications in Professional Contexts	3
COMM 305	Historical Developments and Influences in Mass Comm.*	3
COMM 340	Advertising or	
COMM 341	Media Criticism	3
COMM 401	Communications Research	3
COMM 405	Advanced Writing for the Media	3

NOTE: One cannot major and minor in communications.

*Pending final approval.

Minor in Communications with a Radio Broadcasting Emphasis

Required hours for a minor in communications, radio broadcasting emphasis 21-23

Required courses:

COMM 200	Voice and Diction or	
COMM 210	Interviewing and Listening	3
COMM 211	Introduction to Broadcasting	3
COMM 213	Radio Announcing	3
COMM 313	Broadcast Laboratory	1
COMM 314	Broadcast Laboratory	1
COMM 326	Advanced Radio Announcing (Air Shift)	3
COMM 340	Advertising	3
COMM 305	Historical Developments and Influences in Mass Com.*	3
COMM 420	Radio Programming (Air Shift) or	
COMM 425	Internship in Broadcasting	1-3

*Pending final approval.

Communications minors with an emphasis in radio broadcasting must earn a C or better in all required 300 and 400 level communications courses. Furthermore, one cannot minor and major in communications.

COMPUTER PROGRAMMING AND INFORMATION SYSTEMS

Comprehensive Major in Computer Programming and Information Systems

This comprehensive program combines basic business skills and concepts with an in-depth study of computers and information systems. It is designed to fill the growing demand for computer experts with backgrounds in business.

Total hours required 128

General studies requirements 47

Comprehensive major requirements 63

Business requirements, 21 hours:

ACCT 201 and 202	Introductory Accounting I and II	6
ECON 206	Principles of Microeconomics	3
BMGT 224	Business Statistics	3
BMGT 310	Principles of Management	3
BMGT 345	Written Communications in Business	3
BMGT 413	Quantitative Methods	3

Computer requirements, 24 hours:

CPIS 214	Introduction to Computers	3
CPIS 311	Computer Language Concepts	3
CPIS 384	COBOL	3
CPIS 385	Assembler Programming	3
CPIS 387	Systems Analysis and Design	3
CPIS 388	Database Management Systems	3
CPIS 417	Advanced COBOL	3
CPIS 418	Management Information Systems or	
CPIS 419	Data Communications and Local Area Networks	3

Electives from the following courses, 18 hours:

ACCT 329	Intermediate Accounting	3
ACCT 336	Cost Accounting	3
ACCT 403	Fund Accounting	3
CPIS 316	RPG Programming	3
CPIS 324	Introduction to Artificial Intelligence	3

BMG7 392	Cooperative Education	2-6
or		
CPIS 480	Senior Software Project	3
CPIS 399	Special Topics in Computers	3-9
CPIS 418	Management Information Systems	3
CPIS 419	Data Communications	3
MATH 205	Calculus with Applications	4
MATH 254	Discrete Mathematics	3
MATH 317	Computer Programming (Pascal)	3
MATH 318	Numerical Analysis	3
MATH 328	Data Structures and Algorithms	3
MATH 428	Automata Theory	3
General electives		18

Curriculum for a Minor in Computer Programming and Information Systems

Total hours required for a minor	18
Required courses, 6 hours:	
CPIS 311 Computer Language Concepts	3
CPIS 384 COBOL Programming	3
Electives from any computer programming or information systems courses numbered CPIS 300 to CPIS 499	9

CONSUMER AND HOMEMAKING EDUCATION
Curriculum for a Teaching Field in Consumer and Homemaking Education Grades 5-8, 9-12

The consumer and homemaking education student is provided with experiences to increase knowledge and skill in preparation for teaching home economics in grades 5-8, 9-12. Upon satisfactory completion of curriculum requirements, the student is awarded a Bachelor of Arts Degree in secondary education and must apply to the State Department of Education for vocational certification through the Office of the Registrar.

Total hours required	42
HMEC 101	Textiles3
HMEC 102	Clothing3
HMEC 201	Introductory Foods3
HMEC 202	Food and Meal Management3
HMEC 300	Marriage Relations3
HMEC 301	Advanced Clothing3
HMEC 304	Child Development3
HMEC 305	Home Equipment2
HMEC 306	Interior Design3
HMEC 307	Resource Management3
HMEC 308	Housing3
HMEC 318	Nutrition3
HMEC 403	Consumer Economics3
EDUC 428	Methods of Teaching Home Economics4
EDUC 429	Continuing Education in Home Economics2
Electives with consent of advisor	6

Students are required to take the courses listed in the *Catalog* under General Studies and under Secondary Education Professional Program except that Elementary Chemistry CHEM 103 and CHEM 104 or General Biological Science BIOL 101 and BIOL 102 must be selected for the science requirement.

ECONOMICS

The purpose of the programs in economics is to develop analytical skills for understanding how a nation or group of nations makes choices about consumption, production, money, distribution of income, and public finance. The programs help to prepare students for careers in business, finance, governmental service, law, graduate studies, and research.

Students majoring or minoring in economics must take ECON 205 Principles of Macroeconomics for their general studies economics requirement and MATH 154 Finite Mathematics for their general studies mathematics requirement.

Curriculum for a Major in Economics

Specific general studies requirements:

ECON 205	Principles of Macroeconomics	3
MATH 154	Finite Mathematics	3
Total hours required for a major		30

Required courses, 15 hours:

BMGT 224	Business Statistics	3
ECON 206	Principles of Microeconomics	3
ECON 301	Intermediate Microeconomics	3
ECON 302	Intermediate Macroeconomics	3
ECON 450	Senior Seminar in Economics	3

Electives from the following courses, 15 hours:

BMGT 413	Quantitative Methods	3
ECON 303	Managerial Economics	3
ECON 304	History of Economic Thought	3
ECON 305	Money and Banking	3
ECON 310	Public Finance	3
ECON 320	Urban Economics	3
ECON 325	International Finance	3
ECON 326	International Trade	3
ECON 350	Government and Business	3
ECON 392	Cooperative Education	3
HIST 311	Economic History of the United States	3
MATH 205	Calculus with Applications	4

Curriculum for a Minor in Economics

Total hours required for a minor	15
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Required courses, 6 hours:*

ECON 301	Intermediate Microeconomics	3
ECON 302	Intermediate Macroeconomics	3

Elective hours from the following courses, 9 hours:*

BMGT 413	Quantitative Methods	3
ECON 303	Managerial Economics	3
ECON 304	History of Economic Thought	3
ECON 305	Money and Banking	3
ECON 310	Public Finance	3
ECON 320	Urban Economics	3
ECON 325	International Finance	3
ECON 326	International Trade	3
ECON 350	Government and Business	3
ECON 450	Senior Seminar in Economics	3
HIST 311	Economic History of the United States	3
MATH 205	Calculus with Applications	4

Some of these courses have as a prerequisite, BMGT 224 and ECON 206.

EDUCATION

The professional studies in education are the responsibility of the Department of Education. Inherent in this responsibility is ensuring coordination among the respective components of all the teacher education programs. (The specialty studies components are listed alphabetically by teaching field.)

In recognition of the rapidly increasing knowledge base for teaching and teacher education, the faculty of the Department of Education continually evaluates the curriculum. This leads to curriculum revision and the introduction of new instructional methods from time to time. Such changes, of course, can be found at all levels of American education at any time. Students will find that the professional studies faculty views teaching as problem-solving, and learning to teach will mean learning to be an effective solver of teaching problems. Some of the beliefs which support this approach are listed below and students should think about the implications of these for their own success in teacher education.

1. The primary task of teachers is to impart knowledge or means of acquiring knowledge to their students.
2. Effective teaching consists of behaviors which help students learn.
3. Effective teachers create conditions which support student learning.
4. Effective teachers have a repertoire of teaching skills and knowledge.
5. Assessing and evaluating instruction and learning are integral components of teaching. Giving, accepting, and using feedback about the adequacy of one's own teaching are essential professional behaviors.
6. The teachers needed for the 21st century should represent and value the cultural diversity of the United States and be capable of teaching students who differ by ethnic background, geographic origin, or socio-economic status.

Curriculum for a Major in Secondary Education

The secondary certification includes 9-12 and possibly one or more of the following grade ranges: K-4 or 5-8. The significance of these is that evaluated practical experience is required in each grade range appropriate to the certification program. The required courses in professional studies are listed below.

Hours required	26-3
EDUC 200	Foundations of Education 3
EDUC 301	Human Development for Secondary Teachers 3
EDUC 302	Educational Psychology 3
EDUC 308	9-12 Field Experience 2
EDUC 307	5-8 Field Experience 2*
EDUC 306	K-4 Field Experience 2*
EDUC XXX	Special Methods of Teaching xxx 3-6**

Block semester:

EDUC 404	Principles and Practices of Teaching 3
EDUC 45X	Directed Teaching 9

*Taken only if the program includes this level.

**Consumer/Homemaking Education requires 6 hours.

Note that the gpa of 2.5 in professional studies, required for student teaching, will not include credit for EDUC 404 or for EDUC 45x even if the student fails student teaching once but is permitted to re-register. Fulfilling degree requirement includes fulfilling requirements for a teaching license.

Note that the gpa of 2.5 in professional studies, required for student teaching, will not include credit for EDUC 402 or for EDUC 450 even if the student fails student teaching once but is permitted to re-register. All students should be mindful that as of July 1994 an overall gpa of at least 2.5 will be required for a West Virginia teaching license or a degree in teacher education.

Curriculum for a Major in Elementary (Multi-Subjects*) Education

Those persons wishing to teach in elementary schools must complete the program in multi-subjects education K-4, 5-8. The faculty has developed a curriculum planning guide for students which will be distributed at the first advisement session just prior to registration. This organizes all the required courses in general studies, specialty studies, and professional studies and shows the recommended semester and sequence for enrolling. As the curriculum undergoes constant revision, updated guides will become available. Students who make steady progress and are in good standing academically should expect to complete the program in eight semesters if they follow the curriculum guide.

*Multi-subjects is a certification designation particular to the West Virginia Department of Education. The more typical usage is elementary education and that term is used here except when referring specifically to the certification field or requirements.

Hours required	39
EDUC 200	Foundations of Education 3
EDUC 302	Educational Psychology 3
EDUC 303	Human Development for Elementary Teachers 3
EDUC 306	K-4 Field Experience 2
EDUC 307	5-8 Field Experience 2
EDUC 316	Methods in Science and Mathematics 5
EDUC 317	Methods in Social Studies 3
EDUC 344	Literacy Development in the School I 3
EDUC 345	Literacy Development in the School II 3

Block Semester:

EDUC 402	General Methods in Elementary Education 3
EDUC 450	Directed Teaching K-4, 5-8 9

All students should be mindful that as of July 1994 an overall gpa of at least 2.5 will be required for a West Virginia teaching license or a degree in teacher education.

Selection of Candidates for Teacher Education

A student who wishes to pursue a teacher education program should plan an academic program to be followed from the time of matriculation. This will include three components: general studies, specialty studies, and professional studies. The general studies courses are required of all Shepherd College graduates and may be found in the *Catalog* under that heading. The specialty studies courses prepare students to teach in the certification field and they are listed by field. The professional studies courses prepare students in abilities common to teachers irrespective of their teaching specialties. Admission to Shepherd College does not guarantee admission to teacher education.

Selection requires, at the least, meeting common, minimum standards which apply to all program areas, and meeting standards set by specific program area. The following procedure outlines the elements common to all program areas. Students should consult their advisors about special requirements for their own program areas.

Screening and Selection

Minimum standards include 1) satisfactory grade point averages in all program components, 2) passing scores on the tests required for graduation or teaching licenses, 3) grades of C or better in ENGL 101, ENGL 102, COMM 202, EDUC 200, EDUC 303 (secondary) or EDUC 301 (elementary), and all field experience courses, 4) completion of at least 112 hours prior to student teaching including all the professional and specialty studies, 5) absence of unethical or illegal conduct which might have a bearing on fitness for teaching, 6) fulfillment of departmental requirements for the specialty studies, and 7) confidence of the faculty for a recommendation for student teaching. Admission may be denied or reversed for any student whose performance fails to meet these standards. Accusations of academic misconduct must be resolved prior to starting student teaching. Written specification of details of these common minimum standards may be obtained from the Division of Education office.

If program space should be limited, then those students demonstrating the highest standard will be given preference. All candidates should note that meeting all the objective standards by failing to gain the confidence of the faculty will not be sufficient. Students exhibiting habits associated with dependability, honesty, cooperativeness, diligence, and achievement will merit student confidence.

Eligibility requirements include but are not limited to:

- passing scores on all three parts of the PPST.
- grades of C or better in ENGL 101, ENGL 102, and COMM 202.
- overall gpa of 2.0 or higher.
- satisfactory academic performance in specialty studies courses.
- promise for teaching according to faculty judgment.

Students should note that since a gpa of 2.5 in each of the three components of teacher education programs will be required prior to student teaching, an overall gpa of only 2.0 is weak and could be interpreted as detracting from promise for teaching.

The teacher education programs do not discriminate against students having disabilities as long as those conditions do not interfere with their capacity to acquire the ability and knowledge needed for performing all the activities required of teachers. All prospective students should be aware that majoring in teacher education entails the responsibility for demonstrating ability to teach in addition to, but not in place of, demonstrating knowledge about teaching.

All teacher education students should be mindful that, in order to be recommended for certification, the West Virginia Board of Education requires that the appropriate College official attest to the following statement:

To the best of my knowledge, the applicant is of good moral character and physically, mentally, and emotionally qualified to perform the duties of an educator and is not the subject of a criminal conviction or currently pending charges (felonies or misdemeanors) which would show a lack of good moral character.

Further, in fall 1990 the following specific policy became effective:



A student who has been convicted of a felony or any crime related to moral character (i.e., drug abuse, sexual abuse, physical abuse, child abuse, etc.) will be denied admission to the teacher education program.

Block Admission

All criteria for admission to teacher education programs must be met including any additional criteria required by specialty studies areas. All students graduating from Shepherd College teacher education programs must meet the requirements of the state of West Virginia for obtaining a teaching license. Whichever criterion is the higher, that is the standard. For example, as of July 1994, West Virginia will require an overall gpa of 2.5 as one condition for a teaching license. This will supersede Shepherd College's graduation requirement of 2.0 for teacher education students.

It is currently the policy of Shepherd College that students must meet all state requirements for a teaching license prior to student teaching including taking the Content Specialization Tests (CST) in the specialty studies area(s) in which they are seeking certification. When most of the courses in the specialty studies have been completed, it is probably time to take the CST. Study guides and registration bulletins may be obtained from Knutti Hall 108. This test is registered for and taken independently, but scores must be reported to the College. Consideration is currently being given to the separation of requirements for a degree from those for recommendation for a teaching license. If this change should come about, degree requirements for students following this catalog will be unchanged.

Knowledge in many areas of education is increasing rapidly. Because of this, the faculty responsible for professional studies has set a limit of seven years on the validity of any professional studies course. After that time, the course will be deemed to have expired and must be re-taken. For example, a professional studies course taken in fall 1991 will be good only through fall 1998.

Student Teaching

About a year before student teaching, candidates should purchase a *Handbook for Student Teaching in the 199X-199X Academic Year* from the College bookstore. It will contain necessary information about student teaching. While it has been customary for Shepherd to have access to school districts outside, as well as inside, West Virginia, all students should be prepared to complete their entire program including student teaching in West Virginia institutions. Because of a dynamic program and related factors, assurance about the nature or site of student teaching or other school assignments cannot be given more than a year in advance. Shepherd College's record for preparing teachers is well known in the region and maintaining a strong program is the primary consideration.

ELEMENTARY EDUCATION

Students wishing to teach in elementary schools must complete the specialty subjects curriculum in Multi-Subjects Education K-4, 5-8, the general studies curriculum, and the professional studies curriculum in elementary education. The Department of Education has responsibility for both the specialty studies and the professional studies components of this program, so students' advisors will be in this department.

Specialty Studies in Multi-Subjects Education

Hours required	36
IUSC 100	Music as an Art and Science 2
IUSC 226	Music Materials and Procedures 3
RT 323	Visual Art for the Elementary Teacher 5
ILTH 301	Health and Safety in the Elementary School 3
HED 110	Elementary School PE Activities 3
NGL 202	Backgrounds of Literature 3
IST 309	West Virginia and the Appalachian Region 3
EOG 101	Principles of World Geography 3
OL 100	Life Science for Elementary Teachers 4
HEM 100	Chemical Science 3

CHEM 110	Chemical Science Laboratory	1
MATH 300	Mathematics for Elementary Teachers	3

In addition to these courses, four additional courses are required: HIST 201, HIST 202, GSCI 103, and GSCI 104. The last two courses fulfill general studies requirements in science.

EARLY CHILDHOOD EDUCATION (PRE-K—K)

Students who are especially interested in education in nursery schools, day care centers, or at the kindergarten level may wish to add this endorsement to the multi-subjects K-4, 5-8 program. Upon completion of the four courses below, successful student teaching at the kindergarten level, and satisfactory completion of the multi-subjects K-4, 5-8 program, a student will be recommended for certification in both areas.

Specialty Studies in Early Childhood Education

Hours required		12
EDUC 314	Foundations of Early Education	3
EDUC 334	Instructional Strategies in Early Education	3
EDUC 336	Clinical Experiences in Early Education	3
HMEC 304	Child Development	3

EDUCATION (MINOR)

The education minor serves two purposes. Students who are interested in education, but not in teaching in public schools, might choose it. Also, students who had planned to teach but change direction late in their programs will have completely or nearly fulfilled the requirements for the minor so they may be able to meet graduation requirements with little delay. The minor was established to fulfill the second purpose primarily, and students in teacher education programs will be given precedence in enrollment in required courses. THE MINOR DOES NOT LEAD TO RECOMMENDATION FOR TEACHER CERTIFICATION.

Curriculum for a Minor in Education

Hours required		20
Required core		
EDUC 200	Foundations of Education	3
EDUC 301	Human Development for Secondary Teachers or	
EDUC 303	Human Development for Elementary Teachers	3
EDUC 302	Educational Psychology	3
Elective areas		
Elementary (11 hours)		
EDUC 305	Audio-Visual Aids	3
EDUC 316	Methods in Science and Math	5
EDUC 317	Methods in Social Studies	3
EDUC 344	Literacy Development in the School I	3
EDUC 345	Literacy Development in the School II	3
EDUC 360	Survey of Exceptional Children	3
HMEC 304	Child Development	3
Secondary (11 hours)		
EDUC 305	Audio-Visual Aids	3
EDUC 360	Survey of Exceptional Children	3
EDUC 364	Lifespan Developmental Psychology	3
EDUC 4xx	Methods of Teaching XXX	3
EDUC 429	Continuing Education	2
Education course with consent of advisor		3

ENGINEERING

In addition to the Associate of Science degree in engineering, described in the Community College section of this *Catalog*, a minor in engineering is offered.

Curriculum for a Minor in Engineering

Total hours required	46-48
Required engineering courses	13
ENGR 101 Introduction to Engineering Design	3
ENGR 102 Engineering Computer Applications	3
ENGR 221 and 222 Introduction to Electrical Engineering and Lab	4
ENGR 241 Engineering Statics	3
Required related courses	24
CHEM 207 and 208 General Chemistry and Lab	4
CHEM 209 and 210 General Chemistry and Lab	4
PHYS 221 General Physics	4
PHYS 222 General Physics	4
MATH 207 Calculus I	4
MATH 208 Calculus II	4
Three of the following courses	9-11
ENGR 224 and 225 Electrical Circuits and Lab	4
ENGR 242 Engineering Dynamics	3
ENGR 243 Engineering Mechanics of Materials	3
ENGR 301 Engineering Thermodynamics	3
MATH 309 Calculus III	4
MATH 401 Differential Equations	3

ENGLISH

The Department of English seeks to help prepare students to live in a complex modern world by introducing them to varying perspectives offered by a study of the humanities. Through these perspectives, sociological and personal barriers may be broken down, and the possibilities as well as the paradoxes of human life may be better understood.

The primary objectives of the Department of English include the following:

1. To encourage students to think critically and to communicate their thoughts effectively by helping them develop the skills necessary to understand and effectively use the English language;
2. To contribute to the liberal arts education of all students by exposing them to some of the world's best literature;
3. To prepare students to become reflective problem solvers, capable of teaching English on the middle or secondary level;
4. To provide students, particularly English majors, with a broad background in languages and literature which will enable them to pursue graduate study;
5. To give all students a knowledge of the basic tools of effective written communication which will enable them to pursue any vocation with more competence and understanding.

Curriculum for a Major in English

Total hours required for an English major 31*

Required courses:

ENGL 400 History of the English Language	3
ENGL 210 Survey of British Literature	3
ENGL 211 Survey of British Literature	3
ENGL 303 Shakespeare	3
ENGL 430 Chaucer	3
ENGL 408 Seminar in English	1

Electives: Of the 15 remaining hours (5 elective courses), a minimum of three hours (one course) MUST come from EACH of the following period groupings:

Ancient/Medieval/Renaissance:

ENGL 300	Studies in Greek Mythology	3
ENGL 306	Renaissance Prose and Poetry	3
ENGL 308	The Bible as Literature	3
ENGL 325	Medieval Literature	3
ENGL 425	Renaissance Drama	3
ENGL 435	Milton	3

Restoration/Eighteenth Century:

ENGL 315	**British Novel	3
ENGL 318	Restoration/Eighteenth-Century Drama	3
ENGL 321	Restoration and Eighteenth-Century Literature	3
ENGL 335	**Literature and the Sexes	3

Nineteenth Century:

ENGL 301	**Short Story	3
ENGL 310	Studies in American Literature	3
ENGL 312	**American Ethnic Literature	3
ENGL 315	**British Novel	3
ENGL 316	Nineteenth-Century British Literature (1837-1900)	3
ENGL 317	British Romantic Literature	3
ENGL 335	**Literature and the Sexes	3
ENGL 360	**American Fiction	3
ENGL 361	**American Poetry	3

Modern:

ENGL 301	**Short Story	3
ENGL 302	Contemporary American Literature	3
ENGL 305	Modern Dramatic Literature	3
ENGL 312	**American Ethnic Literature	3
ENGL 360	**American Fiction	3
ENGL 361	**American Poetry	3
ENGL 420	Modern Novel	3

Seminars: With the consent of the department chair, one of the following Seminar in Literature courses may be substituted for a course in any appropriate period grouping listed above:

ENGL 405	Seminar in Literature	3
ENGL 406	Seminar in Literature	3
ENGL 407	Seminar in Literature	3

*This total of 31 hours is in addition to the 12 hours of general studies requirements in English listed under the Program of General Studies.

Courses designated with a double asterisk () cover more than one period but may be taken to satisfy only ONE period requirement.

Curriculum for a Minor in English

Total hours required for an English minor 1

Required courses:

ENGL 332	Advanced Composition	3
ENGL 210	Survey of British Literature	3
ENGL 211	Survey of British Literature	3
ENGL 303	Shakespeare	3

Electives: Two literature courses, numbered 300 or above, must be selected from

TWO DIFFERENT period groupings listed above 6

*This total of 18 hours is in addition to the twelve hours of general studies requirements in English as listed under the Program of General Studies.

Curriculum for a Teaching Field in English-Language Arts 5-8, 9-12

Total hours required for a teaching field 61*

*The following courses, required for the English-Language Arts 5-8, 9-12 teaching field, are also part of the general studies requirement:

ENGL 101	Written English	3
ENGL 102	Written English	3
ENGL 204	Survey of American Literature	3
ENGL 208	Survey of World Literature I or	
ENGL 209	Survey of World Literature II	3
COMM 202	Fundamentals of Speech	3

Required courses:

EDUC 421	Special Methods of Teaching English	3
EDUC 345	Literacy Development in the Schools II or	
EDUC 442	Reading and Language Arts	3
ENGL 331	Modern Grammar	3
ENGL 332	Advanced Composition	3
ENGL 400	History of the English Language	3
ENGL 210	Survey of British Literature	3
ENGL 211	Survey of British Literature	3
ENGL 303	Shakespeare	3
ENGL 307	Adolescent Literature or	
LBSC 303	Library Materials for Adolescents	3
ENGL 312	American Ethnic Literature	3
ENGL 408	Seminar in English	1
COMM 200	Voice and Diction	3

Lectives: Of the 12 remaining hours (four elective courses) a minimum of three hours (one course)

MUST come from EACH period grouping listed below:

Classical/Ancient/Medieval/Renaissance:

ENGL 300	Studies in Greek Mythology	3
ENGL 306	Renaissance Prose and Poetry	3
ENGL 308	Bible as Literature	3
ENGL 325	Medieval Literature	3
ENGL 425	Renaissance Drama	3
ENGL 430	Chaucer	3
ENGL 435	Milton	3

Restoration/Eighteenth Century:

ENGL 315	**British Novel	3
ENGL 318	Restoration/Eighteenth-Century Drama	3
ENGL 321	Restoration and Eighteenth-Century Literature	3
ENGL 335	**Literature and the Sexes	3

Nineteenth Century:

ENGL 301	**Short Story	3
ENGL 310	Studies in American Literature	3
ENGL 315	**British Novel	3
ENGL 316	Nineteenth-Century British Literature (1837-1900)	3
ENGL 317	British Romantic Literature	3
ENGL 335	**Literature and the Sexes	3
ENGL 360	**American Fiction	3
ENGL 361	**American Poetry	3

Modern:

ENGL 301	**Short Story	3
ENGL 302	Contemporary American Literature	3
ENGL 305	Modern Dramatic Literature	3
ENGL 360	**American Fiction	3
ENGL 361	**American Poetry	3
ENGL 420	Modern Novel	3

Seminars: With the consent of the department chair, one of the following Seminar in Literature courses may be substituted for a course in any appropriate period grouping listed above:

ENGL 405	Seminar in Literature	3
ENGL 406	Seminar in Literature	3
ENGL 407	Seminar in Literature	3

** Courses designated with a double asterisk (**) cover more than one period but may be taken to satisfy only ONE period requirement.

ENGLISH-LANGUAGE ARTS EDUCATION

Special Requirement for English Majors and Students with a Teaching Field in English-Language Arts Grades 5-8, 9-12

Departmental Competency Examination: All English majors and all students with a teaching field in English-Language Arts 5-8, 9-12 will take a competency examination, usually in their junior year, which will be administered in ENGL 408, Seminar in English. The primary purpose of the examination is to determine student competency in composition and grammar/mechanics and to determine their knowledge of significant material covered in the survey of literature courses. Scores of student teachers on this examination will be sent to the Teacher Education Committee with a recommendation regarding admission to the teaching field and will be calculated into the student's final grade in ENGL 408.

In addition to the coursework required for the specialization, all prospective student teachers must participate in at least TWO "laboratory" activities in language arts—writing for a college publication (newspaper, literary magazine), taking part in forensic activities, taking part in theatrical activities, working for the College radio station, being an English tutor, taking Practicum in English, or participating in some other activity approved in advance by the advisor and the department chair.

Curriculum for a Teaching Field in Language Arts 5-8

Total hours required for a teaching field

*The following courses, required for the Language Arts 5-8 teaching field, are also part of the general studies requirement:

ENGL 101	Written English	3
ENGL 102	Written English	3
ENGL 204	Survey of American Literature	3
ENGL 208	Survey of World Literature I or	
ENGL 209	Survey of World Literature II	3
COMM 202	Fundamentals of Speech	3
Required courses:		
EDUC 241	Special Methods of Teaching English	3
EDUC 345	Literacy Development in the Schools II or	
EDUC 442	Reading and Language Arts	3
ENGL 331	Modern Grammar or	
ENGL 332	Advanced Composition	3
ENGL 438	Practicum in English or	
ENGL 439	Practicum in English or	
ENGL 440	Practicum in English	1
ENGL 210	Survey of British Literature	3

ENGL 211	Survey of British Literature	3
ENGL 307	Adolescent Literature or	
LBSC 303	Library Materials for Adolescents	3
ENGL 312	American Ethnic Literature	3
ENGL 408	Seminar in English	1
COMM 200	Voice and Diction	3

GENERAL SCIENCE

The purpose of general science are to enable students to acquire general knowledge of their physical and biological universe; to understand the sciences of chemistry, physics, and biology as they affect daily life; to acquire general knowledge of resources and mineral products; and to prepare public school teachers of general science.

Curriculum for a Minor in General Science

Total hours required	27
Required hours	16
Any two of the following three groups:	
BIOL 208	Plants as Organisms 4
BIOL 209	Animals as Organisms 4
or	
CHEM 207	General Chemistry I 3
CHEM 208	General Chemistry Lab I 1
CHEM 209	General Chemistry II 3
CHEM 210	General Chemistry Lab II 1
or	
PHYS 201	College Physics
or	
PHYS 221	General Physics 4
PHYS 202	College Physics
or	
PHYS 222	General Physics 4
Electives	11

Any upper division elective courses from areas BIOL, CHEM, PHYS and/or GSCI except that PHYS 305 Photography and GSCI 350 Natural Science Interpretation may not be included. Also, a student may not use both BIOL 420 General Ecology and GSCI 304 Environmental Conservation for the minor.

NOTE: No student with a major in either biology or chemistry shall be permitted to have a minor in general science.

Curriculum for a General Science Teaching Specialization Grades 5-12

Total hours required	65
Required courses	51
BIOL 208	Plants as Organisms4
BIOL 209	Animals as Organisms4
BIOL 225	Human Anatomy and Physiology3*
BIOL 226	Human Anatomy and Physiology3*
CHEM 207	General Chemistry3
CHEM 208	General Chemistry Lab1
CHEM 209	General Chemistry3
CHEM 210	General Chemistry Lab1
CHEM 325	Computers in Science3
HYS 201	College Physics4
HYS 202	College Physics4
SCI 301	Geology4
SCI 302	General Astronomy4

GSCI 303	Meteorology	4
MATH 154	Finite Mathematics	3
EDUC 423	Special Methods of Teaching Science	3
Electives in science		14

Select a minimum of 14 hours of electives from the following:
BIOL 300 and above (recommended: BIOL 344 and BIOL 420);
CHEM 300 and above (recommended: CHEM 327 and CHEM 328);
PHYS 300 and above (recommended: PHYS 310);
GSCI 300 and above (recommended: GSCI 304 and GSCI 306).
(These recommendations do not apply to students seeking an additional specialization in the natural sciences.)

Currently 2 hours, BIOL 225 and 226 will each become 3 hours at the end of the regular 1999-2000 academic year.

MATH 205 Calculus with Applications or MATH 314 Statistics may be substituted for MATH 154 Finite Mathematics, but the prerequisite for either MATH 205 or MATH 314 is mathematical competence equivalent to completion of MATH 105 or MATH 154.

Although one may declare secondary education with a specialization (teaching field) in general science grades 5-12 as a major upon admission to the College, to be officially admitted to the program the student must:

1. Have completed CHEM 207, CHEM 208L, CHEM 209, CHEM 210L, BIOL 208, BIOL 209, EDUC 200, and EDUC 301 or their equivalents with a grade of C or better in each course;
2. Have completed 32 semester hours of academic work with an overall gpa of at least 2.5;
3. Have the Natural Sciences Specializations Coordinator as an academic advisor;
4. Be free of convictions for felonies and/or crimes related to moral character; and
5. Pass a screening by the faculties of the Department of Biology and the Department of Physical Sciences.

Retention in the program depends upon the student meeting retention standards. The standards can be found in *Information and Planning Resource for Students Pursuing the General Science 5-12 Specialization*.

HEALTH EDUCATION

The discipline of health education overlaps all others in the division in promoting knowledge, habits, skills, and values necessary for students to enjoy a healthy and meaningful lifestyle. Health education encourages better personal health habits, attitudes, skills, and knowledge, and utilization of goods and services for promotion of a healthy lifestyle. The division prepares teachers in health education who are committed to these same objectives. Students who select health education must also select another teaching field.

Curriculum for Second Teaching Field in Health Education (5-8, 9-12)

Total hours required for the specialization		14
HLTH 103	Personal Health	3
HLTH 225	First Aid/CPR	3
HLTH 300	Substance Use and Abuse	3
HLTH 360	School Health Problems	3
HLTH 370	Community Health Education	4
PHED 370	Applied Anatomy and Physiology	4
EDUC 308	9-12 Field Experience (Health)	2
EDUC 432	Special Methods of Teaching Health Education	3

NOTE: Students must also satisfy professional education requirements for certification. Refer to the Division of Education course offerings in this *Catalog*.

Out-of-Class Requirements for Teaching Health Education:

Health education students are also required to complete the following:

1. Observe and assist in a 15-hour public school health education classroom field experience.
2. Observe and assist at least 15 hours in a special (adapted) physical education class.
3. Participate in professional growth experiences by completing four of the following: a.) participate in the organization and administration of a bloodmobile; b.) participate in the organization and administration of a health and wellness fair; c.) work as a student assistant in the health and wellness program; d.) participate in a state, district, or national professional health education conference; e.) participate in a sanctioned workshop or activity related to health education.

HISTORY

History is the exploration of the past as a key to understanding the human condition. Historical study enables students to understand their own and other civilizations and to confront the present and future with intelligence and perspective.

Curriculum for a Major in History

Total hours required for a major	30
Required courses	18
HIST 201 and 202 History of the United States	6
PSCI 101 American Federal Government	3
HIST 333 Modern European History	3
HIST 314 Recent United States History or	
HIST 404 World History	3
HIST 412 History of Russia Since 1855 or	
HIST 420 The Far East	3
Elective courses	12
Any 300- or 400-level history course or PSCI 400 The Supreme Court and Constitutional Law.	

Curriculum for a Minor in History

Total hours required for a minor	24
Required courses	18
HIST 201 and 202 History of the United States	6
PSCI 101 American Federal Government	3
HIST 333 Modern European History	3
HIST 312 Recent United States History or	
HIST 404 World History	3
HIST 412 History of Russia or	
HIST 420 The Far East	3
Elective courses, 6 hours selected from upper division courses in history.	

HOME ECONOMICS

A career in home economics, a helping profession, is one that includes many specialties. The men and women who are home economists deliver services to benefit people in their daily lives. The services focus primarily on prevention and intervention. Home economists are employed by human service organizations, manufacturers, businesses, government, the cooperative extension service, and public agencies. The home economics curriculum is a general one which provides courses in each of the five distinct areas. A student chooses a minor to complement this major and his or her personal interests, skills, and talents. Upon satisfactory completion of the home economics curriculum, a student is awarded a bachelor of science degree.

Curriculum for a Major in Home Economics

Total hours required	38*
HMEC 101	Textiles 3
HMEC 102	Clothing 3
HMEC 201	Introductory Foods 3
HMEC 202	Food and Meal Management 3
HMEC 300	Marriage Relations 3
HMEC 301	Advanced Clothing 3
HMEC 304	Child Development 3
HMEC 305	Home Equipment 2
HMEC 306	Interior Design 3
HMEC 307	Resource Management 3
HMEC 308	Housing 3
HMEC 318	Nutrition 3
HMEC 403	Consumer Economics 3

*A student is required to take the courses listed in the *Catalog* under General Studies except that Elementary Chemistry CHEM 103 and CHEM 104 or General Biological Science BIOL 101 and BIOL 102 must be selected for the science requirement.

HOME ECONOMICS (MINORS)

The minors in home economics are designed for students in other curricula to enhance their major and broaden their marketable skills.

Curriculum for a Minor in General Home Economics

Students in any curricula may choose home economics as a minor.

Total hours required	21
HMEC 101	Textiles 3
HMEC 102	Clothing 3
HMEC 201	Introductory Foods 3
HMEC 300	Marriage Relations 3
HMEC 304	Child Development 3
HMEC 306	Interior Design or
HMEC 308	Housing 3
HMEC 318	Nutrition 3
HMEC 403	Consumer Economics 3

Curriculum for a Minor in Home Economics with a Fashion Emphasis

Students in any curricula may choose home economics as a minor.

Total hours	21
HMEC 101	Textiles 3
HMEC 102	Clothing 3
HMEC 301	Advanced Clothing 3
HMEC 210	Fashion Communications 3
HMEC 215	Fashion Analysis 3
HMEC 306	Interior Design 3
HMEC 315	Cultural Influences on Clothing 3
HMEC 403	Consumer Economics 3

Curriculum for a Minor in Home Economics with a Food and Nutrition Emphasis

Students in any curricula may choose home economics as a minor.

Total hours	25-26
HMEC 201	Introductory Foods 3
HMEC 202	Food and Meal Management 3
HMEC 305	Home Equipment 2
HMEC 307	Resource Management 3
HMEC 318	Nutrition 3
HMEC 403	Consumer Economics 3
HMEC 410	Special Studies (specific problems relating to foods and/or nutrition) 2-3
HMRM 207	Survey of Food Service 3
HMRM 309	Food Production and Systems 3

HOTEL-MOTEL AND RESTAURANT MANAGEMENT

Mid-management job entry skills are provided in the restaurant, hotel and motel industries. The program combines business decision-making tools and practical application of these tools through on-the-job training in both of the basic service areas. No minor field of study is required with this major.

Curriculum for a Comprehensive Major in Hotel-Motel and Restaurant Management

Specific general studies requirements:

ECON 205	Principles of Macroeconomics 3
MATH 154	Finite Mathematics 3
Total hours required for a major	66
Business core requirements	30
CPIS 214	Introduction to Computers 3
ACCT 201 and 202	Introductory Accounting I and II 6
ECON 206	Principles of Microeconomics 3
BMGT 224	Business Statistics 3
BMGT 212	Business Law I 3
BMGT 310	Principles of Management 3
BMGT 340	Marketing 3
BMGT 400	Financial Management 3
BMGT 407	Business Strategy and Policy 3

Hotel-motel and restaurant management requirements 36

Required courses, 30 hours:

ACCT 305	Managerial Accounting 3
BMGT 321	Labor Problems or 3
BMGT 323	Personnel Management 3
HMEC 201	Introductory Foods 3
HMEC 318	Nutrition 3
HMRM 207	Survey of Food Services 3
HMRM 303	Lodging Management 3
HMRM 309	Food Production Systems 3
HMRM 490	Service Industry Externship (Food) 3
HMRM 492	Service Industry Externship (Hotel, Motel) 3
HMRM 493	Seminar in Hotel-Motel and Restaurant Management 3

Electives from the following courses, 6 hours: Any course numbered BMGT 300 or higher or MATH 205 Calculus with Applications or HMEC 306 Interior Design.
Students should complete MATH 154, ACCT 201, ACCT 202, CPIS 214, BMGT 224, BMGT 212, ECON 205, and ECON 206 during their first two years of study.

LIBRARY SCIENCE

The purposes of library science program are:

1. To develop a competency-based media resource program for undergraduates.
2. To provide beginning teachers with sufficient skills in the use of media resource center to enable them to serve as instructional leaders.
3. To educate the school library media specialist to function in instructional media center in elementary through secondary schools.
4. To inculcate a foundation for graduate study in the field of librarianship.

Library Science (School Library-Media)

The school library-media curriculum is designed primarily to prepare students to become effective school library-media specialists. The program has been accredited by the National Council for the Accreditation of Teacher Education, and satisfies West Virginia requirements for certification in school librarianship.

To pursue the school library-media courses in a sequential order, students should be enrolled in the program by the first term of their sophomore year. Students should contact the coordinator of the library science programs during their freshman year to plan their program.

All students in the school library-media program must earn a 2.0 grade in each course. Those students in the teacher education program must have an average of 2.5 in the school library-media courses and must have received admission to the Professional Education Block as prerequisite to enrollment in LBSC 318 Library Practice.

Students who expect to attend graduate school should strive for an average of 3.0. They should plan their courses so as to obtain a background of general knowledge. Electives should be selected from the areas of social studies, English, economics, sociology, political science, psychology, education, accounting, business education, modern foreign languages (French, Spanish or German). The ability to type and the use of computers are necessary.

Curriculum for a Minor or a Teaching Field in School Library-Media

Required courses		
LBSC 302	Library Materials for Children	3
LBSC 303	Library Materials for Adolescents	3
LBSC 306	Reference and Bibliography	3
LBSC 310	Instructional Media	3
LBSC 316	Cataloging and Classification	3
LBSC 318	Library Practice	3
LBSC 327	School Library Organization and Administration	3
EDUC 305	Audio-Visual Aids	3
EDUC 499	Special Methods of Teaching Library Science	3

MATHEMATICS

The purposes of mathematics are to lead students to a grasp of the beauty and power of mathematical ideas; to prepare the prospective teacher to teach creatively; to furnish mathematical tools necessary for other disciplines; and to help provide vocational direction when needed.

Curriculum for a Major in Mathematics

Total hours required		41
Hours required for core courses		21
MATH 108	Precalculus	3
MATH 207	Calculus I	4
MATH 208	Calculus II	4

MATH 254	Discrete Mathematics	3
MATH 309	Calculus III	4
MATH 317	Computer Programming (Pascal)	3

Option I: Traditional mathematics

Hours required for Option I	20
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MATH 106	Trigonometry	2
MATH 307	Linear Algebra	3
MATH 312	Introduction to Abstract Algebra	3
MATH 318	Numerical Analysis or	
MATH 321	Probability and Statistics	3
MATH 401	Differential Equations	3

Two of the following courses	6
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MATH 404 Number Theory, MATH 405 Topics in Modern Mathematics, MATH 410 Advanced Calculus, MATH 415 Introduction to Topology, MATH 424 Foundations of Geometry, MATH 409 Introduction to Complex Variables.

Option II: Computer mathematics

Hours required for Option II	24
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MATH 307	Linear Algebra or	
MATH 312	Introduction to Abstract Algebra	3
MATH 318	Numerical Analysis	3
MATH 321	Probability and Statistics or	
MATH 401	Differential Equations	3
MATH 328	Data Structures and Algorithms	3
MATH 338	Machine Architecture	3
MATH 428	Automata Theory	3
MATH 438	Topics in Computer Science	3

Required related course:

CPIS 311	Computer Language Concepts	3
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Curriculum for a Minor in Mathematics

Track A, Traditional: Total hours required	25
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MATH 106	Trigonometry	2
MATH 108	Precalculus	3
MATH 207	Calculus I	4
MATH 208	Calculus II	4
MATH 254	Discrete Mathematics	3

Approved mathematics courses numbered above MATH 301	9
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Track B, Applied: Total hours required	25
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MATH 108	Precalculus	3
MATH 205	Calculus with Applications or	
MATH 207	Calculus I	4
MATH 254	Discrete Mathematics	3
MATH 314	Statistics or	
BMGT 224	Business Statistics	3
MATH 317	Computer Programming (Pascal)	3

Three of the following 4 courses	9
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MATH 307 Linear Algebra, MATH 318 Numerical Analysis, MATH 321 Probability and statistics, MATH 413 Quantitative Methods.

Track C, Computer Mathematics: Total hours required	25
MATH 108 Precalculus	3
MATH 205 Calculus with Applications or	
MATH 207 Calculus I	4
MATH 254 Discrete Mathematics	3
MATH 317 Computer Programming (Pascal)	3
MATH 328 Data Structures and Algorithms	3
MATH 338 Machine Architecture or	
CPIS 385 Assembler Programming	3
MATH 428 Automata Theory	3
Required related course:	
CPIS 311 Computer Language Concepts	3

Curriculum for Mathematics Teaching Field Grades 5-12

Total hours required	46
Content skill level:	
ACFN 050* Consumer Mathematics	
MATH 105* Algebra	
MATH 106 Trigonometry	2
MATH 108 Precalculus	3
MATH 200 College Geometry	2
Mathematics core:	
MATH 207 Calculus I	4
MATH 208 Calculus II	4
MATH 254 Discrete Mathematics	3
MATH 309 Calculus III	4
MATH 317 Computer Programming (Pascal)	3
Advanced mathematics for education:	
MATH 307 Linear Algebra	3
MATH 312 Introduction to Abstract Algebra	3
MATH 321 Probability and Statistics	3
MATH 414 History of Mathematics	3
MATH 424 Foundations of Geometry	3
Professional mathematics education:	
EDUC 360 Survey of Exceptional Children	3
EDUC 420** Special Methods of Teaching Mathematics	

*Course may be waived by departmental competency test.

**Required as part of the Professional Education Block requirements.

Curriculum for Teaching Field Grades 5-8 General Mathematics (Through Algebra I) Elementary Endorsement or Middle School Certification (requires another Teaching Field)

Total hours required	25
Content skill level:	
ACFN 050* Consumer Mathematics	
MATH 105 Algebra	3
MATH 106 Trigonometry	2
MATH 108 Precalculus	3
MATH 200 College Geometry	2
Additional mathematics education:	
MATH 215 Introduction to Mathematics	3
MATH 300 Mathematics for Elementary Teachers	3
MATH 314 Statistics	3

Professional mathematics education:

EDUC 360	Survey of Exceptional Children	3
EDUC 316	Methods in Science and Mathematics (for elementary education)** or	
EDUC 420	Special Methods of Teaching Mathematics (for secondary education)**	3

*Course may be waived by departmental competency test.

**One of these courses is also part of the Professional Education Program requirements.

MODERN LANGUAGES

By exposing students to a study of the language and literature of other countries, the modern language component of the College seeks to help prepare students for life in a multinational, global society. The primary objectives of the modern language component include the following:

1. To provide a vital and useful part of a student's liberal arts education;
2. To help students gain an international perspective by introducing them to the language, literature, and culture of other countries;
3. To give students an adequate background in French, German, or Spanish sufficient to pursue graduate study, or to pursue a professional career in which a knowledge of one or more modern languages is necessary;
4. To impress upon students the values associated with a knowledge of modern foreign languages in such areas as grammar, pronunciation, literature, and culture.

Curriculum for a Minor in French

Total hours required for minor in French 24

Required courses:

FREN 101	Elementary French I	3
FREN 102	Elementary French II	3
Electives: Eighteen hours (six courses) to be selected from among the following:		
FREN 203	Intermediate French I	3
FREN 204	Intermediate French II	3
FREN 303	Survey of French Literature	3
FREN 304	Survey of French Literature	3
FREN 401	Advanced Grammar and Composition	3
FREN 402	Applied Linguistics in Oral French	3
FREN 403	Advanced French Conversation	3
FREN 404	French Civilization and Culture	3
FREN 419	Independent Study in French	3

In addition to those in French, sequenced courses in Elementary and Intermediate German, Spanish, and (when demand warrants) Russian are regularly offered. Each of these courses carries three hours credit, and twelve hours in any one language is sufficient to satisfy the foreign language requirement for the B.A. degree. For individual listings of these courses, see Section VIII; and for regulations governing Advanced Placement Credit for Foreign Language courses and the Foreign Language Waiver Policy, see pages 22 and 59.

MUSIC

The Music Department strives to inspire student growth in creative, artistic, and professional terms by providing a climate conducive to the development of the comprehensive musician. This is achieved through a highly personalized and student-centered approach to the development of a unified core of musical experiences. Toward this end, the program is designed:

1. To develop performance and/or compositional skills which exhibit artistic integrity and competence;
2. To foster student inquiry, interaction, and self-discovery;
3. To provide a strong foundation for future graduate study in the field of music;
4. To train students seeking public school music careers according to approved standards of teacher education;

5. To develop student capacity to communicate music and its role in society to others;
6. To develop the aesthetic sense of the general student in terms of musical understanding, appreciation, and perception;
7. To provide avocational opportunities for interested students through participation in the various music ensembles and other music activities; and
8. To enhance the image of the School of the Arts and Humanities, the Music Department and the College by serving as a hub of artistic activity for the community.

Programs

The Bachelor of Arts degree in music is a four-year program with concentrations offered in music performance, music composition, and studio pedagogy. Vocationally, the program prepares students for recital work, private studio instruction, creative music in the communicative arts, church music, community music, or graduate school.

Facilities

The Music Department is housed in the Frank Arts Center which provides the physical resources to meet ever-changing vocational and educational demands. The facility contains numerous practice-rooms, classrooms, and studio-offices in addition to unique areas such as a computer lab, electronic piano lab, a recording studio, vocal and instrumental rehearsal areas, a music resource center, and a music recital hall. Equipment is continually updated.

Curriculum for a Bachelor of Arts in Music Degree

Total hours required	123
General education requirements	47
Foreign language requirement	12
Basic music core requirement	30
Music concentration area plus electives	39
Basic music core requirements	30
MUSC 101 Harmony/Counterpoint I	3
MUSC 103 Ear-Training/Conducting I	1
MUSC 102 Harmony/Counterpoint II	3
MUSC 104 Ear-Training/Conducting II	1
MUSC 301 Adv. Harmony/Counterpoint III	3
MUSC 303 Adv. Ear-Training/Conducting III	1
MUSC 302 Adv. Harmony/Counterpoint IV	3
MUSC 304 Adv. Ear-Training/Conducting IV	1
MUSC 305 Forms and Analysis	3
MUSC 311 Music History I	3
MUSC 312 Music History II	3
APMU 350 Band	1
APMU 360 Choir	1
APMU 397 Junior Recital	1
APMU 497 Senior Music Activity	1
MUSC 498 Senior Seminar	1

In addition to the basic music core, the following courses are required according to the declared concentration: (choose one concentration area)

Concentration in Performance	39
Orchestral instrument emphasis:	
APMU 350 Band	7
Applied Major Instrument	16
Electives in disciplines other than music	16
Piano emphasis:	
Band or Choir	1
APMU 410 Piano Ensemble/Accompanying	2

	Applied Piano	16
	Electives in disciplines other than music	20
Voice emphasis:		
APMU 360	Choir	7
	Applied Voice	16
	Electives in disciplines other than music	16
Guitar emphasis:		
APMU 415	Band or Choir	1
	Guitar Ensemble	4
	Applied Guitar	16
	Electives in disciplines other than music	18
Concentration in Composition/Arranging		39
	Band or Choir	1
	Applied Major Instrument	6-8
	Applied Minor Instrument	2-4
MUSC 306	Electronic Music Media	2
MUSC 315	Symphonic Literature	2
MUSC 316	Choral Literature	2
MUSC 404	Music Composition I	3
MUSC 405	Music Composition II	3
MUSC 424	Advanced Vocal Conducting or	
MUSC 425	Advanced Instrumental Conducting	2
	Electives in disciplines other than music	12-16
Concentration in Studio Pedagogy		39
Orchestral instrument Emphasis:		
CPIS 214	Introduction to Computers	3
MUSC 421	Music Research and Independent Study	4
MUSC 350	Band	2
	Instrumental Chamber Ensemble	4
	Applied Major Instrument	10
	Applied Minor Instruments	6
MUSC 107	Keyboard and Fretted Instrument Harmony	2
MUSC 230	Woodwind Techniques I	1
MUSC 231	Woodwind Techniques II	1
MUSC 232	Brass Techniques	1
MUSC 234	Percussion Techniques	2
	Electives in disciplines other than music	3
Piano emphasis:		
CPIS 214	Introduction to Computers	3
MUSC 421	Music Research and Independent Study	4
	Band or Choir	1
	Applied Piano	16
APMU 410	Piano Ensemble/Accompanying	4
MUSC 318	Keyboard Literature	3
MUSC 320	Piano Pedagogy	2
	Electives in disciplines other than music	6
Vocal emphasis:		
CPIS 214	Introduction to Computers	3
MUSC 421	Music Research and Independent Study	4
	Choir	2
	Vocal Chamber Ensemble	4
	Applied Voice	12
	Applied Piano	4
MUSC 137	Voice Class	1

MUSC 317	Vocal Literature	3
MUSC 322	Vocal Pedagogy	2
	Electives in disciplines other than music	4
Guitar emphasis:		
CPIS 214	Introduction to Computers	3
MUSC 421	Music Research and Independent Study	4
	Band or Choir	1
	Applied Guitar	16
	Applied Piano	2
APMU 415	Guitar Ensemble	8
	Electives in disciplines other than music	5

Curriculum for a B.A. Degree in Secondary Education with a Teaching Field in Comprehensive Music Grades K-12

Total minimum semester hours required	14	
General education requirements	47	
Music requirements	73	
Professional education requirements	p. 88	
Music requirements:		
APMU 350	Applied Major Instrument	14
APMU 360	Band	1
	Choir	1
	Band (instrumentalist) or Choir (vocalist)	6
APMU 497	Senior Music Activity	1
MUSC 101	Harmony/Counterpoint I	3
MUSC 103	Ear-Training/Conducting I	1
MUSC 102	Harmony/Counterpoint II	3
MUSC 104	Ear-Training/Conducting II	1
MUSC 107	Keyboard and Fretted Instruments Harmony	2
MUSC 230	Woodwind Techniques I	1
MUSC 231	Woodwind Techniques II	1
MUSC 232	Brass Techniques	1
MUSC 233	String Techniques	1
MUSC 234	Percussion Techniques	2
MUSC 301	Advanced Harmony/Counterpoint III	3
MUSC 303	Advanced Ear Training/Conducting III	1
MUSC 302	Advanced Harmony/Counterpoint IV	3
MUSC 304	Advanced Ear Training/Conducting IV	1
MUSC 305	Forms and Analysis	3
MUSC 306	Electronic Music Media	2
MUSC 311	Music History I	3
MUSC 312	Music History II	3
MUSC 315	Symphonic Literature	2
MUSC 316	Choral Literature	2
MUSC 321	Instrumental Pedagogy	2
MUSC 322	Vocal Pedagogy	2
MUSC 323	Music Materials and Procedures for Music Ed. Majors	2
MUSC 335	Marching Band Techniques	2
MUSC 424	Advanced Vocal Conducting or	
MUSC 425	Advanced Instrumental Conducting	2
MUSC 498	Senior Music Seminar	1

Curriculum for the Minor in Music

Total semester hours required	27
MUSC 101 Harmony/Counterpoint I	3
MUSC 103 Ear-Training/Conducting I	1
MUSC 102 Harmony/Counterpoint II	3
MUSC 104 Ear-Training/Conducting II	1
MUSC 311 Music History I	3
MUSC 312 Music History II	3
Applied Music or Ensembles	6
Music Electives	7
Electives must be chosen from the following: MUSC 301, MUSC 302, MUSC 305, MUSC 306, MUSC 315, MUSC 316, MUSC 317, MUSC 319, MUSC 404, MUSC 421.	

Supervised Teaching in Music

Students making application for directed teaching in the music field are subject to the approval of the music faculty and the teacher education committee. (See qualifications listed under Education, the Professional Teacher Education Block). The criteria for approval by the music faculty involves the following: 1) subjective evaluation of the student's suitability for teaching; 2) academic record, specifically a 2.75 average in courses carrying a MUSC catalog designation; 3) completion of all music courses except senior music activity; 4) passing the Piano Proficiency Examination; and 5) performance level VI on major instrument. Students not recommended for directed teaching may request a re-evaluation after not less than one semester or two summer sessions, during which time it is expected that specified deficiencies will have been eliminated.

Special Requirements for Music Majors

I. Piano Proficiency

- A. Non-keyboard music education majors are required to pass an examination in piano proficiency before they can be recommended by the Music Department for admittance to the Teacher Education Professional Block in the senior year. The examination may be scheduled and must be passed during any semester after the freshman year and prior to the semester when the student is scheduled for supervised teaching. The examination may be retaken until the necessary level of proficiency is demonstrated.
- B. The examination must be requested by the student through written application to the department chair no later than the second week of the semester the examination is to be taken. A date, in the second half of the semester, will be selected for proficiency examinations and students who have requested an examination will be informed of that date and the time of their examination. The examining committee will be made up of three music faculty.
- C. Each exam will consist of the following: (music for items a, b, and d can be found in Basic Piano by Zimmerman and Priesing)
 1. "The Star Spangled Banner" as found on page 176.
 2. One of the following:
 - "Minuetto," Mozart, page 210
 - "Andantion," Haydn, page 213
 - "Musette," Bach, page 223
 3. An accompaniment performed with a soloist. Each major instrument instructor will select the piece all majors on that instrument shall perform.
 4. "O Sacred Head Now Wounded," Bach, pages 198-199.
 5. Sight reading. The faculty will compile a collection of four sight reading pieces. Each candidate will be given one of these to practice for 10 minutes. The candidate will then return and perform the work.

II. Ensemble Participation

- A. Music education majors are required to participate in the appropriate ensemble[†] every semester of their college careers, with or without credit, save for the semester during which they are doing directed teaching.

- B. Students are encouraged to participate in other instrumental and vocal ensembles in addition to the basic band or choir involvement. Under certain rare circumstances, such an ensemble may count singly as satisfying the ensemble participation requirement for a given semester. This is contingent upon the approval of the appropriate ensemble[†] director, the student's advisor, and the department chair.
- C. Participation in any ensemble is interpreted to mean attendance at all rehearsals and participation in all programs and concerts presented by that ensemble. Individual exceptions to this rule are left to the discretion of the ensemble director as determined during the registration procedures.
- D. Ensemble directors will determine whether or not the ensemble requirement has been met. The director will notify the student's advisor, the student, and the department chair.
- E. Special students (students taking less than 12 credit hours) may petition the department to be excused from that semester's portion of the ensemble participation requirement.
- F. Bachelor of Arts in music students should refer to the specific requirements relative to ensemble participation as listed under the concentration area elsewhere in the *Catalog*.

[†] The term "appropriate ensemble" is determined to refer to either Band APMU 350 or Choir APMU 360. Instrumental emphasis majors will take band each semester; vocal emphasis majors will take choir each semester. Keyboard and guitar emphasis majors may choose which of the two is most suitable to their goals. Piano emphasis majors may substitute keyboard ensemble as their appropriate ensemble after their fourth semester.

III. Private Applied Lesson Requirement

Music majors are required to enroll for private applied lessons on their major instrument with an appropriate resident Shepherd College faculty member every semester prior to their graduation. Only those music education majors who have completed their senior recital may waive the requirement during the semester of directed teaching. Should the student desire supplementary lessons by someone other than College faculty, such lessons are at the discretion of the student and should be discussed with the department chair and/or the College applied instructor.

IV. Music Attendance Requirement

All Shepherd College students majoring in music are required to attend a minimum of 100 concert/recitals prior to graduation. 1991-1992 upperclassmen (sophomores, juniors, seniors) will enter the policy at the rate of 25 concert/recitals per year.



Attendance is mandatory at all concerts by visiting professionals (including The Millbrook Orchestra), faculty recitals, and senior recitals. Those concerts are designated by number. Numbered (mandatory) concerts will rarely equal 25 per year. Students may select any lettered concerts provided they are not an active performer to supplement the numbered concerts in meeting the 100-concert minimum.

V. Senior Music Activity

- A. The senior music activity for music education and studio pedagogy majors will assume one of the following forms:
 1. *Recital* (minimum of one-hour total time)
The recital will involve a minimum of 45 minutes of actual music on one or more instruments.
 2. *Lecture-Recital* (minimum of one-hour total time)
The lecture-recital will involve a minimum of 25 minutes of actual music, plus pertinent comments relative to the works presented.
 3. *Project*
The project is regarded as a creative laboratory experience, and could take the form of original composition, arranging, conducting, innovative pedagogy, etc. Thesis-like papers as such do not satisfy the intent of the project. It is expected that the project will consume as much preparation time as a recital or lecture-recital.
 4. *Recital-Project*
A student may perform a half-recital (computed as 25 minutes of actual music) and also complete a project in order to satisfy the equivalent preparation time of a recital or a lecture-recital.
- B. Students concentrating in performance in the Bachelor of Arts program are required to present a senior recital. Successful completion of the junior recital is a prerequisite.
- C. Students concentrating in composition in the Bachelor of Arts program are required to present a performance of their own music containing no less than 45 minutes of actual music.
- D. Procedure:
 1. During the junior year the student and his or her advisor will determine the form of the senior music activity. Following this, the student shall submit a typewritten proposal to each full-time music faculty member. The proposal must provide a partial listing of the music to be presented in the case of recitalists or a concise but specific description of the activity to be undertaken. The proposal must also include a projected completion date.
 2. All students proposing to perform an activity must provide the department chair with a list of no fewer than three preferred performance dates and, if appropriate, performance venues, to be submitted no later than the semester preceding the activity.
 3. The student must assume total responsibility for personnel, rehearsals, staging, etc.
 4. Once a date has been determined for presentation or completion of the senior music activity, that date will not be changed.
 5. Recitals will be presented in the music recital hall (M-08). The faculty reserves the right to designate other performance venues as they deem appropriate.
 6. The full-time music faculty member most identified with the musical area of the student's senior music activity will serve as the advisor in conjunction with the student's regular advisor and/or teacher if the two are not the same. The student bears the basic initiative for his or her own progress, and must maintain regular contact with his or her advisor(s).
 7. Students completing a project or recital-project will submit a copy of the completed project to each member of the music faculty on or prior to the projected completion date. These copies are to be in approved finished form.
 8. Subsequent to the realization of the senior music activity, the music faculty will convene to determine whether or not the requirement has been successfully fulfilled, and so notify the student and the Office of the Registrar.

VI. Junior Recital

All music majors in the Bachelor of Arts program, performance concentration, must present an approved recital during their junior year. Except for rare exception, these recitals shall be held in the recital hall. The junior recital is optional for all other music majors. Procedural items 2, 4, and 8 also apply to junior recitals.

VII. Performance Levels

All bachelor of arts students must achieve the appropriate performance level (performance emphasis, VIII; studio pedagogy, VI; composition V).

MENC Student Chapter

Music students can affiliate with professional music educators and with music students from other colleges and universities in the United States through membership in a student chapter of the Music Educators National Conference (MENC). This organization affords excellent opportunities for professional orientation and development during the college years.

IAJE Student Chapter

Students from all disciplines with an interest in jazz may join the International Association of Jazz Educators. Membership provides the student with the opportunity to affiliate with others with like interests in this art form through participation in area and national conventions, concerts, and campus activities.

Phi Mu Alpha Sinfonia

The International Professional Music Fraternity for Men, Phi Mu Alpha Sinfonia has established a chapter at Shepherd College. Students from all academic disciplines may be selected for membership in this prestigious organization which is dedicated to the art of music and its crosscultural dissemination.

Sigma Alpha Iota

Sigma Alpha Iota International Academic Fraternity for Women in the Field of Music chapter at Shepherd College is also dedicated to the art of music and its development. The women of S.A.I. have the opportunity to share their interests with other members in a world-wide network.

Music for the General Student

The general student is encouraged to participate in music ensembles, music courses, and other activities of the Music Department.

1. **Private Applied Music.** Lessons are available to all college students by consent of the appropriate professor, and may be taken for one or two hours of credit per semester. One credit hour is based on a one half-hour lesson plus a minimum of six hours of practice per week. Two credit hours are based on two half-hour lessons plus a minimum of twelve hours of practice per week. The same course number can be applied any number of times for credit. Students are rated according to eight performance levels. A description of each level is available from the department chair.
2. **Music Ensembles.** Band, Choir, Jazz Ensemble, Chamber Singers and other music ensembles are open to the general student, as based on the entrance guidelines formulated by the particular faculty member involved. The department seeks involvement of the general student body in these activities.
3. **Music Courses.** The general student is encouraged to select music courses for elective credit. Prerequisites and other information are included with the specific course descriptions contained elsewhere in this *Catalog*.

NURSING

The Bachelor of Science Degree in Nursing prepares nurses to function as generalists within a health care system. The program provides students the opportunity to acquire knowledge of theory and competence in practice. The B.S.N. program is accredited by the National League for Nursing.

The B.S.N. program also focuses on the professional nurse as a consumer of research and a practitioner of community health. The B.S.N. program culminates with preparation for management.

ment and leadership roles as a health care provider. All courses are based on a multi-disciplinary framework. This foundation is necessary for the development of critical thinking, decision making, independent judgment, and for understanding people of diverse cultures.

Upon graduation, the graduate nurse is eligible to make application to write the National Council Licensure Exam (NCLEX-RN) for licensure as a registered professional nurse. The program enables the graduate to continue professional development and graduate study in nursing.

The R.N. Track of the B.S.N. program is designed to expand the registered nurse's education. This program provides for flexibility with a wide continuum of education and experience. Successful completion of all non-nursing courses and NURS 231 are required. Evaluation of previous education and practice for advanced placement is done by standardized testing. The expected competencies of graduates from this program are the same as those of graduates from the generic baccalaureate program.

In order to progress and to graduate, the student enrolled in the Nursing Program must receive a minimum of a C in each nursing course and in Anatomy and Physiology (BIOL 225, BIOL 226, BIOL 227, and BIOL 228), must maintain a minimum of 2.0 cumulative grade point average at the end of each semester, and must satisfy pre- and co-requisite requirements as scheduled.

Curriculum for a Major in Nursing

Total hours required for the degree	128
Pre-Nursing	67
Nursing Curriculum	60
Elective	1
ENGL 101 Written English	3
CHEM 120* College Chemistry	3
CHEM 121* College Chemistry Laboratory	1
GSPE 100 level Physical Education	1
MUSC 111 Music Appreciation	2
MATH 154 Finite Mathematics or	
MATH 215 Introduction to Mathematics	3
HIST 101 History of Civilization: Ancient through Medieval or	
HIST102 History of Civilization: Renaissance to French Revolution or	
HIST103 History of Civilization : French Revolution to Present	3
ENGL 102 Written English	3
CHEM 122* College Chemistry	3
CHEM 123* College Chemistry Laboratory	1
GSPE 100 level Physical Education	1
ART 103 Introduction to Visual Arts	2
PSCI 100 Politics and Government or	
PSCI 101 American Federal Government	3
HIST 101 History of Civilization: Ancient through Medieval or	
HIST102 History of Civilization: Renaissance to French Revolution or	
HIST103 History of Civilization : French Revolution to Present	3
ENGL 208 Survey of World Literature I or	
ENGL 209 Survey of World Literature II	3
BIOL 225* Human Anatomy and Physiology	3
BIOL 227* Anatomy and Physiology	1
BIOL 302* Microbiology and Laboratory	4
SOCI 203 Sociology	3
PSYC 203 Introduction to Psychology	3
NURS 231 Introduction to Nursing (R. Section/RN Transition)	2
ENGL 204 Survey of American Literature	3
BIOL 226* Human Anatomy and Physiology	3
BIOL 228* Anatomy and Physiology Laboratory	1

ECON 123	Contemporary Economics or	
ECON 205	Economics	3
HMEC 318	Nutrition	3
COMM 202	Fundamentals of Speech	3

*Science courses must be taken in order listed

NURS 311	Nursing I Introduction to Health Care	4
NURS 313	Nursing I-A Health Assessment	3
NURS 315	Nursing I-B Clinical Component	3
EDUC 300	Human Development	3
	Elective	3
NURS 316	Nursing II Health Care of the Adult	3
NURS 318	Nursing II Clinical Component	3
NURS 320	Nursing III Mental Health Psychiatric Care	3
NURS 322	Nursing III Clinical Component	3
NURS 324	Nursing Research	3
NURS 411	Nursing IV Community Health Care	3
NURS 413	Nursing IV Clinical Component	2
NURS 415	Nursing V Health Care of Children and Families	3
NURS 417	Nursing V Clinical Component	2
NURS 419	Nursing VI Health Care of Women	3
NURS 421	Nursing VI Clinical Component	3
NURS 422	Nursing Health Care of the Adult: Gerontology Focus	3
NURS 424	Nursing VII Clinical Component	3
NURS 426	Nursing VIII Health Care of the Adult: Critical Care Focus ..	3
NURS 428	Nursing VIII Clinical Component	2
NURS 430	Issues in Health Care	2
NURS 432	Management of Health Care	3

OFFICE TECHNOLOGY

Curriculum for a Minor in Office Technology

Total hours required for a minor		
BSED 104	Keyboarding II	3
BSED 201	Alphabetic Notetaking	3
BSED 324	Office Administration	3
BSED 326	Calculator Skills	1
BSED 327	Records Management	1
BSED 328	WordPerfect	1
BSED 329	Office Systems Software	3
BSED 380	Desktop Publishing	3
Select any two courses below:		
ACCT 202*	Introductory Accounting II	3
BSED 320	Electronic Editing	3
BSED 330	Office Applications Practicum	3

*Prerequisite ACCT 201

PHOTOGRAPHY

Curriculum for a Minor in Photography

Total semester hours required		
PHOT 281	Black and White Photography I	3
PHOT 282	Black and White Photography II	3

PHOT 381	Studio Photography II	3
PHOT 280	Visual Fundamentals of Photography	3
PHOT 383	Color Photography I	3
ART 140	Foundations of Design I	3
ART 170	Foundations of Design II	3
PHOT 386	Computer Digital Imagery	3

PHYSICAL EDUCATION

The discipline of physical education encourages its majors to actively participate in sports and recreational activities to maintain active, healthy, and meaningful lives as well as to help others achieve this goal. Today's children must learn to value participation at an early age to become the healthy adults of tomorrow. To this end, the Division of Health, Physical Education, Recreation, and Sports (HPERS) is committed to studying ways to improve the preparation of future physical educators.

Curriculum for Physical Education Grades K-4, 5-8, 9-12

Total hours required for the specialization		43
HLTH 103	Personal Health	3
HLTH 225	First Aid/CPR	3
PHED 104	Foundations of Physical Education	3
PHED 246	Aquatics	1
PHED 301	Elementary School Physical Education I	2
PHED 302	Elementary School Physical Education II	2
PHED 315	Teaching Tumbling and Gymnastics	2
PHED 325	Teaching Team Sport Activities	3
PHED 326	Teaching Individual Activities	3
PHED 370	Applied Anatomy and Physiology	4
PHED 380	Perceptual Motor Learning.....	2
PHED 401	Teaching Adapted Physical Education	3
PHED 405	Applied Kinesiology	3
PHED 406	Curriculum and Administration of Physical Education	3
PHED 410	Tests and Measurements in Physical Education	3
PHED 430	Teaching Elementary School Physical Education	3

NOTE: Students also must satisfy professional education requirements for certification including EDUC 308 9-12 Field Experience, EDUC 306 K-4 Field Experience (to be taken concurrently with PHED 430), EDUC 431 Special Methods in Physical Education and Safety, and EDUC 307 5-8 Field Experience (to be taken concurrently). See the Division of Education section of this *Catalog*. The general studies requirement is GSPEM I (GSPE 200) and GSPEM II (GSPE 201).

Curriculum for Physical Education Grades 5-8, 9-12

Total hours required for the specialization		36
ILTH 103	Personal Health	3
ILTH 225	First Aid/CPR	3
HED 104	Foundations of Physical Education	3
HED 246	Aquatics	1
HED 315	Teaching Tumbling and Gymnastics	2
HED 325	Teaching Team Sport Activities	3
HED 326	Teaching Individual Activities	3
HED 370	Applied Anatomy and Physiology	4
HED 380	Perceptual Motor Learning	2
HED 401	Teaching Adapted Physical Education	3
HED 405	Applied Kinesiology	3
HED 406	Curriculum and Administration of Physical Education	3
HED 410	Tests and Measurements in Physical Education	3

NOTE: Students also must satisfy professional education requirements for certification including EDUC 308 9-12 Field Experience, EDUC 431 Special Methods in Physical Education and Safety, and EDUC 307 5-8 Field Experience (to be taken concurrently). See the Division of Education section of this *Catalog*. The general studies requirement is GSPEM I(GSPE 200) and GSPEM II (GSPE 201).

Out-of-Class Requirements for Teaching Physical Education

In addition to the academic courses, physical education majors are required to complete the following:

- 1. Successfully complete the physical fitness test.
- 2. Demonstrate competence in a variety of sports and recreational skills.
- 3. Demonstrate competence in the teaching of physical education activities.
- 4. Participate in professional growth experiences by completing four of the following experiences:
 - a. Satisfactorily complete one season as an intercollegiate athlete, manager, or trainer.
 - b. Organize and administer intramurals for one full season.
 - c. Attend a state, district, or national professional physical education conference.
 - d. Attend an elementary physical education conference.
 - e. Participate in a sanctioned workshop or activity related to physical education.

The student's potential as a professional educator will again be closely examined. Students must purchase the document titled "Criteria and Procedures for Entrance into the Teacher Education Program and Teacher Education Block" from the bookstore. Students must also meet the Division of Education's screening requirements.

Admission into Teacher Education

To become a certified professional teacher in health education or physical education from Shepherd College, students must pass certain screening procedures and be approved by the faculty in the Division of HPERS before they will be approved by the Division of Education. The screening process occurs in two stages. Students must first seek entrance into the Teacher Education Program (after 45 hours). Certain criteria must be satisfied and the student's potential as a professional teacher will be evaluated. The second evaluation occurs when students apply for the Teacher Education Block (after 90 hours). The student's potential as a professional educator will again be closely examined.

Students must purchase the document titled "Criteria and Procedures for Entrance into the HPERS Teacher Education Program (TEP) and the HPERS Teacher Education Block (TEB)" from the College bookstore. Students must also meet the screening requirements of the Division of Education.

PHYSICS

The department offers a program of courses designed to serve those students who wish to supplement their majors with a minor in a fundamental field of science. In particular, this minor would complement a major in chemistry, biology, or mathematics. The courses offered provide challenging applications in applied mathematics.

Curriculum for a Minor in Physics

Total hours required		2
PHYS 221	General Physics	4
PHYS 222	General Physics	4
PHYS 322	Electricity and Magnetism	3
PHYS 323	Modern Physics	3
PHYS 330	Advanced Laboratory	2
ENGR 242	Engineering Dynamics	3
MATH 207	Calculus I	4
MATH 208	Calculus II	4

POLITICAL SCIENCE

The study of political science develops knowledge and understanding of national and international government, politics, and policy. The program prepares students for careers in public service and private business, as well as for graduate work leading to careers in a variety of areas including law, public administration, policy analysis, the foreign service, journalism, and college teaching. Proximity to Washington allows enhancement of traditional classroom work with opportunities to observe the federal government in operation.

Curriculum for a Major in Political Science

Total hours required for a major 30

Required courses, 15 hours:

PSCI 102	State and Local Government	3
PSCI 201	Public Administration	3
PSCI 315	Early Political Theory or	
PSCI 316	Recent and Contemporary Political Theory	3
PSCI 325	Comparative Governments: Western Europe or	
PSCI 327	Comparative Governments: The Soviet Union in its Aftermath or	
PSCI 328	Comparative Governments: Asia	3
PSCI 403	International Relations	3

Elective courses, 15 hours:

Any 300 or 400 level course in political science* or	
ECON 350	Government and Business
ECON 310	Public Finance
HIST 402	Diplomatic History of the United States

See Note below.

Curriculum for a Minor in Political Science

Total hours required for a minor 24

Required courses, 15 hours:

PSCI 102	State and Local Government	3
PSCI 201	Public Administration	3
PSCI 315	Early Political Theory or	
PSCI 316	Recent and Contemporary Political Theory	3
PSCI 325	Comparative Governments: Western Europe or	
PSCI 327	Comparative Governments: The Soviet Union and its Aftermath or	
PSCI 328	Comparative Governments: Asia	3
PSCI 403	International Relations	3

Elective courses, 9 hours:

Any 300 or 400 level course in political science.*

* No more than six hours of PSCI 443, Internship in Government, can be counted toward political science major or minor (additional internship hours will be considered as general electives).

NOTE: It is assumed that PSCI 100 Politics and Government or PSCI 101 American Federal Government will be taken to meet the general studies requirement in political science.

PRE-PROFESSIONAL STUDIES

In addition to a number and variety of major and minor field concentrations applicable to baccalaureate degrees, together with several associate's degree programs and teacher education programs, Shepherd College provides students with excellent opportunities to begin their undergraduate college preparation leading toward certain career professions. Such students, however, eventually must make application to, and successfully complete the terminal training provided by special professional or graduate school or university elsewhere.

These pre-professional programs include several with substantial concentration in the basic sciences and mathematics, and constitute recommended course selections from the Shepherd

College academic offerings which may prepare students for application to professional schools of dentistry, medicine, veterinary medicine, pharmacy, and physical therapy. As such, these coursework recommendations should be viewed as requirements of institutions other than Shepherd College unless, as is commonly the case, a student pursues a specific Shepherd College degree program as well.

In the interest of creating and expanding educational as well as career alternatives, students are strongly urged to consider combining a pre-professional program with a closely related Shepherd College baccalaureate or associate's degree program.

PRE-AGRICULTURE

Shepherd College does not offer a degree in either agricultural or forestry sciences. In general, Shepherd recommends that students interested in college-level training in these fields investigate such programs available at colleges and universities (e.g. West Virginia University) which do grant degrees in these fields.

However, Shepherd College does offer a number of courses compatible with the requirements of some university programs in agriculture or forestry and, therefore, provides some opportunity for preliminary preparation at Shepherd College before transfer to another institution for completion of a degree program.

PRE-DENTISTRY, PRE-MEDICINE, PRE-VETERINARY MEDICINE

The majority of successful applicants to professional schools in these areas are those who have completed a four-year baccalaureate degree program, although a small percentage of exceptional third-year college undergraduates may be admitted, particularly to dental schools.

The recommended undergraduate preparatory course of study is one which concentrates within the basic sciences of biology, chemistry, and physics, but professional schools usually recommend that the undergraduate program include a broader academic background as well, like that provided by the Shepherd College program of general studies.

Therefore, it is suggested that students pursuing career goals of the practice of dentistry, medicine, and/or veterinary medicine undertake, while at Shepherd College, coursework leading to a Bachelor of Science degree in either biology or chemistry with a science-oriented minor field. Requirements for the baccalaureate major and minor fields in biology or chemistry are listed in the *Catalog*. The Shepherd College general studies requirements and other general baccalaureate degree requirements are described in this *Catalog* as well.

Before the end of their sophomore year, students pursuing any of these pre-professional avenues of study are urged to solicit from professional schools of primary interest, specific admission information in order to insure that any exceptional requirements may be taken into account in planning the balance of the pre-professional course of study at Shepherd College. West Virginia residents may qualify for cooperative programs with universities and professional schools in other states in the areas of veterinary medicine, podiatric medicine, and optometry.

PRE-LAW

Law schools generally require applicants to possess a baccalaureate degree. Although law schools do not specify any one undergraduate major as being more appropriate than another for consideration for admission to their programs, applicants usually possess bachelor's degrees in political science, history, economics, or accounting. Most recent Shepherd College graduates who have entered law schools have majored in political science. The criteria for admission are usually three-fold: 1) the applicant's overall grade point average; 2) the score on the Law School Admission Test (LSAT); and 3) recommendations from major professors and from those who are familiar with the applicant's character.

The student who is interested in entering law school should plan an academic program that develops breadth of vocabulary and reading comprehension, written expression, discernment of subtleties of language and thought, analytical ability, and knowledge of governmental procedures and forms. One leading law school cautions that a pre-law student should be involved in the undergraduate curriculum "which is intellectually challenging and demanding and which requires rigorous academic discipline." Another warns that applicants presenting courses "without inte-

tual content of substantial value" will not be considered. The pre-law advisor in the political science department is available for consultation and advisement, and can provide information about the Law School Admission Test.

PRE-PHARMACY AND PRE-PHYSICAL THERAPY

Shepherd College does not offer a baccalaureate degree in pharmacy or physical therapy; however, students interested in these health-related careers may begin their preparation through selected coursework at Shepherd College.

Prospective students are strongly urged to investigate all of the admission requirements of degree-granting programs at other colleges and universities before beginning a pre-professional program at Shepherd College in order to plan their Shepherd College pre-pharmacy or pre-physical therapy curriculum most effectively.

Pre-professional coursework is concentrated in the natural and physical sciences with certain requirements in mathematics and the social sciences, as well as electives from the arts and humanities. Students wishing to apply for admission to the baccalaureate programs in pharmacy or physical therapy at West Virginia University must satisfy the university's liberal studies program which is similar, but not identical, to the Shepherd College program of general studies.

In order to apply to the West Virginia University Division of Physical Therapy, students must include acceptable 3-credit courses in Nutrition and Human Anatomy and demonstrate volunteer or work experience in physical therapy.

PRE-THEOLOGICAL STUDIES

The American Association of Theological Schools proposes no one course of study as "best" for students who plan to enter seminary but emphasizes that those students should be able, upon graduation from college, to demonstrate the ability to use certain tools of the educated person. Recommendations generally indicated by seminaries include such minimal statements as: English, 12-16 semester hours; history, 8-12 semester hours; foreign language, 12-16 semester hours; religion, 8-12 semester hours; natural sciences, 12-16 semester hours; social studies, 12-16 semester hours; philosophy, 8-12 semester hours; psychology, 4-6 semester hours.

Of the possible areas of concentration offered at Shepherd College, students who plan to enter seminary should be well advised to consider either English or history for their major.

The following schedule represents a recommended program for the first two years.

PSYC 103	Introduction to Psychology	3
PSYC 104	General Psychology	3
ART 103	Introduction to Visual Arts	2
MUSC 111	Music Appreciation	2
GSPE	General Studies Physical Education	2
ENGL 101	Written English	3
ENGL 102	Written English	3
RELG 308	Old Testament	3
RELG 309	New Testament	3
COMM 202	Fundamentals of Speech	3
HIST 101	History of Civilization	3
HIST 102	History of Civilization	3
SOCI 203	General Sociology	3
SOCI 205	Social Problems	3
PHIL 101	Introduction to Philosophy	3
PHIL 305	History of Philosophy	3
PHIL 306	Twentieth-Century Philosophy	3
PHIL 315	Ethics	3
GSCI 103	General Physical Science	4
GSCI 104	General Physical Science	4
	Foreign Language	6

The student and advisor will determine, in conjunction with the major chosen, the schedule of courses for the third and fourth years.

PSYCHOLOGY

Shepherd College offers a program in psychology leading to the Bachelor of Arts degree.

The purpose of the psychology program includes the following:

1. To encourage the student to pursue a traditionally-oriented liberal arts curriculum as a broad educational foundation.
2. To expose the student to the nature of scientific explanation and scientific research within psychology as well as to provide a conceptual framework for understanding human behavior.
3. To provide, for the qualified student, actual experience in career settings involving teaching, research, or service work within psychology, or a combination of these (this is accomplished through the practicum program).
4. To contribute to the preparation of the student for admission to graduate school and to schools offering advanced professional certification.

In addition to a major in psychology, a student must also complete the general studies program, select a minor field of study, meet the 12-hour foreign language requirement, and include at least 45 upper-division hours in their program in order to meet graduation requirements for the Bachelor of Arts degree. Some credit is given for foreign language courses taken in high school. It is also possible to earn as much as 12 foreign language credit hours through the CLEP examination, which is administered by the Office of Counseling and Career Services.

Curriculum for a Major in Psychology

The curriculum for a major in psychology requires 34 hours. Sixteen hours are required, and additional hours are to be selected from a prescribed listing. (Note: With permission of the chair of the Department of Social Science and the student's advisor, six of the 18 elective hours may be career track electives. These are courses that clearly relate to the student's career plans, but they cannot overlap with courses comprising the student's minor field of study.)

Required hours:		16
PSYC 203	Introduction to Psychology	3
PSYC 204	General Psychology	3
PSYC 400	Experimental Psychology	4
PSYC 420	History and Systems of Psychology	3
MATH 314**	Statistics	3
Electives		18
Restricted electives, Group I (choose two courses)		
PSYC 362	Psychology of Learning and Cognition	3
PSYC 363	Physiological Psychology	3
PSYC 415	Tests and Measurement	3
Restricted electives, Group II (choose two courses)		
PSYC 305	Social Psychology	3
PSYC 310	Psychology of Personality	3
PSYC 360	Abnormal Psychology	3
Free electives (choose a minimum of two courses)		
EDUC 302	Educational Psychology	3
PSYC 301	Adolescent Development	3
PSYC 311	Introduction to Clinical Psychology	3
PSYC 312	Practicum in Psychology I	3
PSYC 313	Practicum in Psychology II	3
PSYC 314	Field Experience in Art Therapy	3
PSYC 316	Art Therapy	3
PSYC 320	Human Sexual Behavior	3
PSYC 321	Industrial/Organizational Psychology	3
PSYC 325	Health Psychology	3
PSYC 326	Psychology of Alcoholism	3
PSYC 328	Dance Therapy	3
PSYC 330	Family Therapy	3

PSYC 364	Lifespan Developmental Psychology	3
PSYC 404	Psychology Seminar	3
PSYC 430	Humanistic Psychology	3
PSYC 440	Group Psychotherapy	3
HMEC 304	Child Development	3
PSYC 299, 399, 499	Special Topics in Psychology courses	1-3

**MATH 205 Calculus with Applications or BMGT 224 Business Statistics may be substituted for MATH 314 Statistics.

Curriculum for a Minor in Psychology

Total hours required for a minor in psychology		25
Required courses		13
PSYC 203	Introduction to Psychology	3
PSYC 204	General Psychology	3
PSYC 400	Experimental Psychology	4
MATH 314	Statistics	3
Electives		12
Restricted electives, Group I (choose one course)		
PSYC 362	Psychology of Learning and Cognition	3
PSYC 363	Physiological Psychology	3
PSYC 415	Tests and Measurement	3
Restricted electives, Group II (choose one course)		
PSYC 305	Social Psychology	3
PSYC 310	Psychology of Personality	3
PSYC 360	Abnormal Psychology	3
Free electives (choose a minimum of two courses)		
EDUC 302	Educational Psychology	3
PSYC 301	Adolescent Development	3
PSYC 311	Introduction to Clinical Psychology	3
PSYC 312	Practicum in Psychology I	3
PSYC 313	Practicum in Psychology II	3
PSYC 314	Field Experience in Art Therapy	3
PSYC 316	Art Therapy	3
PSYC 320	Human Sexual Behavior	3
PSYC 321	Industrial/Organizational Psychology	3
PSYC 325	Health Psychology	3
PSYC 326	Psychology of Alcoholism	3
PSYC 328	Dance Therapy	3
PSYC 330	Family Therapy	3
PSYC 364	Lifespan Developmental Psychology	3
PSYC 404	Psychology Seminar	3
PSYC 420	History and Systems of Psychology	3
PSYC 430	Humanistic Psychology	3
PSYC 440	Group Psychotherapy	3
MEC 304	Child Development	3
PSYC 299, 399, 499	Special Topics Psychology courses	1-3

RECREATION AND LEISURE STUDIES (NON-TEACHING)

The recreation and leisure studies curriculum prepares students for careers in recreation and leisure service agencies. The program offers the following *specializations* leading to a B.S. degree:

Commercial Recreation and Tourism

This specialization prepares students for positions in recreation where the business motive is a major program determinant. It blends business and hospitality skills with recreation to prepare individuals for conducting and administering programs in commercial, amusement, travel, resort, and conference recreation.

Sport Management

This specialization provides an interdisciplinary choice of courses to meet student interest and career goals. Career opportunities exist in intercollegiate athletics, professional sports, facilities management, community-based recreation, sports marketing, etc.

Therapeutic Recreation

This specialization prepares students for certification with the National Therapeutic Recreation Society (NTRS). Therapeutic recreation majors will work in hospitals, nursing homes, correctional institutions or other settings dealing with handicapped, disabled or terminally ill patients.

Out-of-Class Requirements for Recreation and Leisure Studies Majors

The following requirements must be met to develop graduates who are aware of the many changes occurring in the leisure services profession:

1. It is REQUIRED that each major be an active member of an approved state or national organization in his or her field of study during the junior and senior year.
2. It is REQUIRED that a major attend at least one state or national conference during the junior and senior year.

The student should consult the recreation major's handbook for the procedures necessary to complete these requirements.

Curriculum for a Major in Recreation and Leisure Studies

Total hours required	47
General studies	47
Core requirements	35
HLTH 225 First Aid/CPR	3
HLTH 300 Substance Use and Abuse	3
RECR 140 Introduction to Leisure Services	3
RECR 316 Recreation Programming	3
RECR 320 Facilities Management	3
RECR 335 Leisure for the Aging	2
RECR 380 Leadership in Leisure Services	3
RECR 390 Leisure Activities Management	3
RECR 407 Administration of Leisure Services	3
BMGT 310 Principles of Management	3
CPIS 214 Introduction to Computers	3
SOWK 402 Social Gerontology	3
RECR 450 Internship	9
Electives	13
Specializations (Choose one of the following):	24
Commercial Recreation and Tourism Specialization	24
ACCT 201 Introductory Accounting I	3
ACCT 202 Introductory Accounting II	3
HMRM 207 Survey of Food Service	3

HMRM 303	Lodging Management	3
BMGT 323	Human Resource Management	3
BMGT 340	Marketing	3
RECR 340	Introduction to Commercial Recreation	3
RECR 350	Field Experience in Leisure Services	3
Sport Management Specialization		24
BMGT 201	Introductory Accounting I	3
BGMT 202	Introductory Accounting II	3
BGMT 212	Business Law I	3
BGMT 340	Marketing	3
BGMT 365	Promotional Strategy	3
BGMT 400	Financial Management	3
PHED 108	Introduction to Sport Studies	3
PHED 228	Sport Administration	3
Therapeutic Recreation Specialization		24
RECR 330	Introduction to Therapeutic Recreation	3
RECR 331	Medical Terminology for Therapeutic Recreation	3
RECR 350	Field Experience in Leisure Services	3
RECR 430	Therapeutic Recreation Programming	3
RECR 431	Issues and Problems in Therapeutic Recreation	3
PHED 370	Applied Anatomy and Physiology	4
PHED 380	Perceptual Motor Learning	2
PHED 401	Teaching Adapted Physical Education	3

Curriculum for a Minor in Leisure Studies

Total hours required for a minor		24
HLTH 225	First Aid/CPR	3
RECR 140	Introduction to Leisure Studies	3
RECR 316	Recreation Programming	3
RECR 320	Facilities Management	3
RECR 330	Introduction to Therapeutic Recreation	3
RECR 340	Introduction to Commercial Recreation and Tourism	3
RECR 370	Environmental Education	3
RECR 407	Administration of Leisure Studies	3

REGENTS BACHELOR OF ARTS DEGREE

The Regents Bachelor of Arts Degree Program, offered at Shepherd College and all other public baccalaureate institutions in West Virginia, is a flexible higher education plan. Originally designed for those adults whose college educations had been interrupted or discontinued, this versatile program also meets the needs of many adults who have had no previous college work. It provides means by which experiential learning may be evaluated for the awarding of college equivalent credit. Credits earned at regionally-accredited institutions can be transferred; American Council on educational guidelines on non-collegiate sponsored training programs and educational experience in the armed services are honored; and credits may be earned through CLEP testing.

The RBA program provides mature persons a special opportunity to complete baccalaureate degree studies. It is not an option for traditional college students, and it specifically is not an alternative for students who are disqualified from traditional programs for reasons of poor scholarship. Applications are not accepted from anyone who was graduated from high school (or awarded a GED) less than four years prior to seeking admission. Baccalaureate degree holders are not eligible for admission.

Students seeking admission to the RBA program must first be admitted to Shepherd College. There is no program application fee, and tuition costs are the same as for students in other degree programs at Shepherd College. A fee of \$200 is charged if a comprehensive evaluation of experiential learning is requested, regardless of the number of semester hours of credit awarded.

The degree is intentionally unstructured regarding academic discipline emphasis and neither requires nor recognizes majors.

Admission to the RBA program requires a minimum cumulative 2.0 grade point average for all college work, as well as a 2.0 average on all Shepherd College credit. Graduation requires a total of 128 semester hours of credit with a minimum of 2.0 on all Shepherd work as well as cumulative 2.0 grade point average. Fifteen semester hours must be earned at institutions under the administration of the West Virginia Board of Directors. In order for RBA students to be considered for honors at graduation, they must have earned a minimum of 80 semester hours for which a traditional grade has been given with 32 of these semester hours of resident study completed at Shepherd.

There are no required courses in the program; instead there are required areas in which credits must be earned. General education credits must be earned as follows:

Required Area	Sem. hrs.	Typical Courses in Area
Humanities	6	literature, history, philosophy, art, music
Communications	6	grammar, composition, speech
Social science	6	sociology, economics, geography, psychology, political science
Natural science	6	biology, chemistry, physics, general science, geology, astronomy
Additional from one or any combination of the above four areas	12	
Total required general education	36	

A further requirement is 40 semester hours credit in junior and senior level courses. Students are permitted to select these courses without restrictions as to field of study. In this way students may plan a program designed to suit their individual needs or ambitions. Appropriate credits, no matter by which means they are awarded, may be applied toward any requirement.

SOCIAL STUDIES

The social studies program, which offers a comprehensive major and subject specializations for certification, is intended primarily for students preparing to teach in elementary and secondary schools. These curricula provide a multi-disciplinary foundation for prospective teachers who enter integrated social studies educational situations.

Curriculum for Teaching Field in Comprehensive Social Studies Grades 5-8, 9-12

Total hours required in concentration	15
Required courses in general studies	15
HIST 101, History of Civilization: Ancient to Medieval or	
HIST 102 History of Civilization: Renaissance to French Revolution or	
HIST 103 History of Civilization: French Revolution to Present	6
PSCI 100 Politics and Government or	
PSCI 101 American Federal Government	3
SOCI 203 General Sociology	3
ECON 205 Principles of Macroeconomics	3
Required courses	36
History	
HIST 201 History of the United State to 1865 and	
HIST 202 History of the United States 1865 to Present	6

HIST 309	West Virginia and the Appalachian Region	3
HIST 314	Recent United States History	3
HIST 333	Modern European History	3
HIST 412	History of Russia Since 1855 or	
HIST 420	The Far East or	
HIST 411	Latin American History	3
Political Science		
PSCI 102	State and Local Government	3
Sociology		
SOCI 205	Social Problems	3
Economics		
ECON 206	Principles of Microeconomics	3
Geography		
GEOG 101	Principles of World Geography	3
GEOG 301	World Economic Geography	3
Elective		
Upper-level course in anthropology, geography,		
history, political science, or sociology		
		3

Curriculum for Teaching Field in Social Studies Grades 5-8

Total hours required in concentration	27	
Required courses in general studies	15	
HIST 101	History of Civilization: Ancient to Medieval or	
HIST 102	History of Civilization: Renaissance to French Revolution or	
HIST 103	History of Civilization: French Revolution to Present	6
SCI 100	Politics and Government or	
PSCI 101	American Federal Government	3
OCI 203	General Sociology	3
CON 205	Principles of Macroeconomics	3
Required courses	12	
HIST 201	History of the United States to 1865 and	
HIST 202	History of the United States 1865 to Present	6
HIST 309	West Virginia and the Appalachian Region	3
EOG 101	Principles of World Geography	3

SOCIAL WORK

Accredited by the Council on Social Work Education, Shepherd College offers a four-year liberal arts curriculum leading to a Bachelor of Science degree in social work. The curriculum has been designed to provide for a broad educational base in the humanities, the biological sciences, the social and behavioral sciences, creative arts, and communication, together with a sequenced program of social work courses. The primary purpose of the social work program is to prepare beginning-level social work professionals to perform two basic tasks:

1. To help clients deal effectively with existing or potential problems, tasks, or needs that they identify in their interaction with the world around them, and
2. To contribute to the development of the knowledge base, and policies and practices in the agency, local community, and community-at-large which influence the quality of life and services to clients.

The course content also is appropriate to the preparation of students for admission to graduate schools of social work offering advanced professional education.

Preparation for practice includes classroom instruction, audio-visual laboratory experience, field observation, field work experience, community and on-campus workshops, and an intensive program of academic and professional advisement. Social work students are also encouraged to take advantage of opportunities to further their development as individuals as well as to fulfill their obligations as responsible citizens in a democratic society.

The social work program curriculum is based on a philosophy of social welfare through social change. The curriculum therefore emphasizes generic content areas, principles, and methodologies

that will allow for generalist practice with various client and target systems. Students are exposed to a variety of intervention theories and methodologies and are encouraged to select for their practice those interventions which are compatible with the philosophy of social work and which are most useful to the tasks at hand.

In keeping with the mission of the College and the primary purpose of the social work program, the major objectives are:

1. To prepare students for beginning-level generalist social work practice through development of the knowledge, skill, and value base which allows for competent practice.
2. To contribute to the general education of the student by providing a course of instruction based upon the liberal arts tradition.
3. To provide a solid academic and practice foundation for students desiring to pursue advanced professional studies at graduate schools of social work.
4. To encourage students to take advantage of opportunities to further their development as individuals and to fulfill their obligations as responsible citizens in a democratic society.
5. To serve the local professional and lay community by providing continuing education opportunities, and by lending leadership and support to those groups, services, and programs which address human service needs.

Curriculum for a Major in Social Work

Minimum hours required for graduation	12
General studies requirements	47
Social work curriculum requirements	69
PSYC 103 Introduction to Psychology	3
PSYC 310 Psychology of Personality	3
PSCI 102 State and Local Government or	
PSCI 201 Introduction to Public Administration	3
SOCI 205 Social Problems	3
SOCI 303 The Family	3
SOCI 403 Ethnic Relations	3
SOCI 405 Research Methods	3
CPIS 214 Introduction to Computers or	
HMEC 300 Marriage Relation or	
HMEC 403 Consumer Economics	3
HMEC 304 Child Development	3
MATH 314 Statistics	3
SOWK 201 Introduction to Social Work	3
SOWK 301 Social Welfare as a Social Institution	3
SOWK 305 Human Behavior in the Social Environment	3
SOWK 311 Social Work Methods I	3
SOWK 312 Social Work Methods II	3
SOWK 313 Social Work Methods III	3
SOWK 404 Social Welfare Seminar	3
SOWK 407 Field Experience in Social Work	3
SOWK 408 Field Experience in Social Work	3
SOWK 409 Field Experience Seminar	2
SOWK 410 Field Experience Seminar	1
Must select optional required courses in the 69-hour major for social work or	
courses in social sciences or related disciplines with consent of advisor	9
Approved electives (any 300- or 400-level course unless	
foreign language is selected)	12

NOTE: Social work majors may fulfill the general studies mathematics requirement by completing MATH 314. Social work majors will complete the general studies laboratory science requirement by taking BIOL 101 and BIOL 102, General Biological Science.

SOCIOLOGY

The sociology program offers students a behavioral education which is based in the liberal arts and which is designed to encourage and develop scientific inquiry and an understanding of human behavior, culture, and society. Competencies within the program assist students in recognizing their total college experiences as cumulative, coherent, and unified. The program helps students develop as individuals and as responsible citizens in a democratic society. Students are encouraged and prepared to pursue graduate work in sociology. Aided by a location with superior resources, the program is an integral part of the overall College curriculum and of several specific degree offerings within and outside the School of Natural and Social Sciences. The program does not focus on specific career-related training but provides a solid basis for students to develop skills applicable to a wide range of employment opportunities.

The four-year curriculum leads to the Bachelor of Science degree in sociology. Candidates for this degree are required to complete a minimum of 128 semester hours.

Curriculum for a Major in Sociology

Total hours required for a major 36

Required courses, 21 hours:

SOCI 205	Social Problems	3
SOCI 303	The Family	3
SOCI 312	Introduction to Juvenile Delinquency or	
SOCI 402	Criminology	3
SOCI 403	Ethnic Relations	3
SOCI 405	Research Methods	3
SOCI 410	Social Theory	3
MATH 314	Statistics	3

Elective courses 15

Any 300 or 400 level sociology or anthropology course, EDUC 310 Educational Sociology, SOWK 402 Social Gerontology, or SOWK 417 Gender and Sex Roles.

NOTE: It is assumed that SOCI 203 General Sociology will be taken as a general studies requirement preparatory to pursuance to the sociology major or minor curriculum.

Curriculum for a Minor in Sociology

Total hours required for a minor 24

Required courses, 15 hours:

SOCI 205	Social Problems	3
SOCI 303	The Family	3
SOCI 312	Introduction to Juvenile Delinquency or	
SOCI 402	Criminology	3
SOCI 403	Ethnic Relations	3
SOCI 410	Social Theory	3

Elective courses 9

Any 300 or 400 level sociology or anthropology course, EDUC 310 Educational Sociology, SOWK 402 Social Gerontology, SOWK Gender and Sex Roles, or MATH 314 Statistics.

TEACHER EDUCATION (GENERAL INFORMATION)

Students who wish to teach in elementary schools may pursue a Bachelor of Arts degree in elementary education by completing the required general studies, specialty studies (multi-subjects and elementary professional studies curricula. (Each curriculum will be listed alphabetically under its program heading.) These students have the option of adding early childhood education (Pre-K-K) endorsement to the multi-subjects (K-8) certification.

Students who wish to teach in secondary schools may pursue a Bachelor of Arts degree in secondary education by completing the required general studies, specialty studies (teaching field and secondary professional studies curricula. Specialty studies curricula are available in the areas listed below.

- Art Education K-12 or 5-12
- Biology Education 9-12
- Business Education 9-12
- Chemistry Education 9-12
- Consumer and Homemaking Education 5-12
- English-Language Arts Education 5-12
- General Science Education 5-12
- Health Education 5-12
- Mathematics Education 5-12
- Music Education K-12
- Physical Education K-12 or 5-12
- School Library-Media K-12
- Social Studies Education 5-12

Any elementary or secondary teacher education student may add one or more of the following endorsements of Art Education 5-8, Language Arts Education 5-8, Mathematics Education 5-8, and Social Studies Education 5-8, to the primary teaching field. These endorsements provide the depth of content knowledge required for teaching in middle schools, and an advisor from the endorsement program area will be required; see the department chair for an advisor. A gpa of 2.5 in the field of content specialization test, and student teaching will all be required. In some instances an additional professional studies course may be required too. All of the other requirements associated with an elementary or secondary field will apply to the 5-8 field. See the appropriate *Catalog* section for details.

THEATER

The theater program concentrates on providing conservatory classes in a liberal arts atmosphere. The four-year course of study, leading to a minor in theater, is designed for those students who intend to pursue professional theater careers, as well as those who may enter other fields where theater skills are desirable.

The program provides the student with a well-rounded knowledge of the art as well as the opportunity to specialize in acting. The student will learn from intensive classroom study, theory and practical application, and experience in theater productions.

The department annually produces four major productions as well as workshop performances. These productions provide practical experience for theater students and serve as a source of culture and education for the Northern Shenandoah Valley Region.

Curriculum for a Minor in Theater

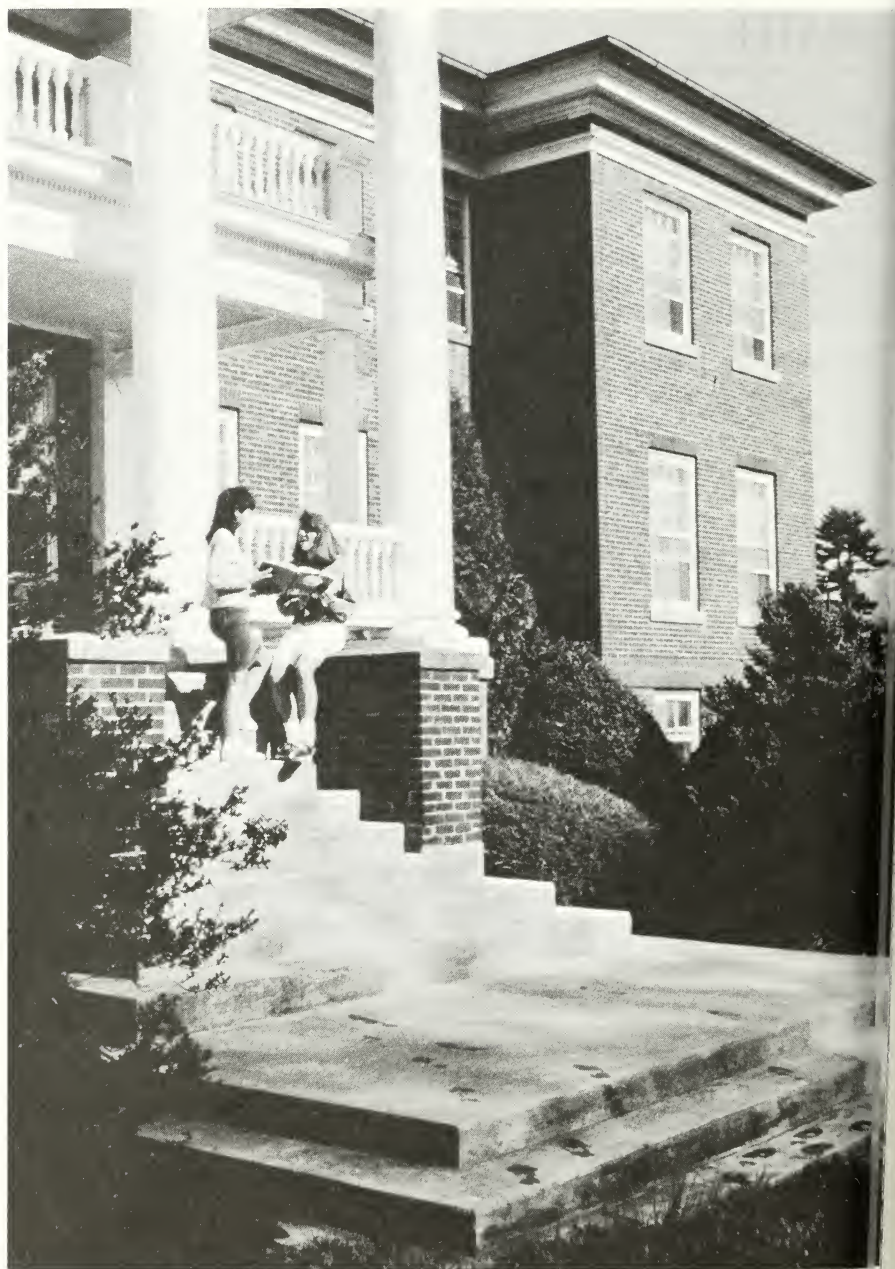
Total semester hours required	24
THEA 204 Introduction to Theater	3
THEA 205 Theater Technology	3
THEA 203 Acting I	3
THEA 309 Directing I	3
THEA 207 Theater Practice	3
(Electives: 9 hours from one of the following two areas)	

Acting/Directing

THEA 312 Acting Studio I	3
THEA 314 Acting Studio II	3
THEA 316 Acting Studio III	3
THEA 341 History of the Theater	3
THEA 311 Directing II	3

Design/Technician

THEA 346 Theater Design	3
THEA 340 Stage Management	3
THEA 310 Play Production	3
THEA 208 Theater Practice	3
ENGL 303 Shakespeare	3



SECTION VII

COMMUNITY COLLEGE

As an integral part of Shepherd College's comprehensive mission, the Community College serves the citizens of Berkeley, Grant, Hampshire, Hardy, Jefferson, Morgan, and Pendleton counties, providing post-secondary programs which reflect the region's specific educational, occupational, and cultural needs. The Community College provides academic/transfer and occupational/technical programs which culminate in associate's degrees. Other programs develop competency in areas fundamental to academic and occupational success, including those designed to improve skills for entry into degree programs. Also included are corollary non-credit continuing education and community service programs. Courses are scheduled at convenient and accessible times and locations throughout the service area. Registration on either a full- or part-time student basis is accepted.

ADMISSION

Anyone who has a high school diploma or a GED is eligible for admission to the Community College. A student may apply for admission to an associate's degree program or to individual courses not directed toward completion of a degree. Admission to the Community College does not assure a student of acceptance into a specific degree program. Admission requirements for degree programs are found in the Admission Section of this *Catalog* on pages 13-19.

To be admitted to an associate's degree program, students must follow the regular Shepherd College admission procedures. Students who do not meet the stated requirements, may enroll in the Academic Foundations Program.

Those admitted to the Community College may enroll for courses as special non-degree students. Those who subsequently elect to apply credits earned as special non-degree students to a degree must meet the regular admission requirements.

ASSOCIATE'S DEGREE PROGRAM

The academic or transfer curriculars are those which constitute the first two years of a specific baccalaureate program and are designed to facilitate the transfer to and completion of the appropriate baccalaureate degree. The Associate of Arts (A.A.) or the Associate of Science (A.S.) degree is awarded for completion of an academic/transfer curriculum.

The occupational/technical curriculars are designed primarily as preparation leading directly to employment. However, in some instances, the program also may be transferable to a baccalaureate program. The Associate of Applied Science (A.A.S.) or the Associate of Science (A.S.) degree is awarded for completion of these programs.

CONTINUING EDUCATION

In addition to undergraduate credit courses and programs, Shepherd College initiates, schedules, and evaluates programs of continuing education. In response to a specific educational need or interest, credit and non-credit instructional programs are developed and offered throughout the year for the professional and personal enrichment of service area residents.

Varied and flexible modes of scheduling and delivery characterize continuing education programs. Most non-credit activities are offered as short courses, workshops, conferences, or institutes, but are not limited exclusively to these. Scheduled at any time during the college year, all continuing education programs are supported by participant fees which vary with the program.

Participants who satisfactorily complete a non-credit continuing education activity are awarded either a certificate of recognition or continuing education units. A nationally-recognized standard, the continuing education unit (CEU) is defined as "10 contact hours of participation in

an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction." The CEU has been designed to facilitate the accumulation and exchange of standardized information about individual participation in non-credit continuing education. A record of all CEUs earned by an individual is maintained by the College.

The College regularly participates in the Elderhostel Program. Elderhostel is an international educational program for senior citizens.

Inquiries concerning continuing education programs should be directed to the Office of Community College.

EVENING SERVICES

To meet the needs of students who are unable to take advantage of coursework offered during the daytime, Shepherd College maintains an Office of Evening Services to assist evening students in a number of ways, including academic counseling and course selection. Each semester a variety of courses are scheduled in the evening for students who wish to enroll for personal enrichment or to pursue a degree. For further information contact the Office of Academic Support Services.

OFFICE OF ACADEMIC SUPPORT SERVICES

Through the Study Center and the Academic Foundations Program, the Office of Academic Support Services assists students in attaining those academic skills essential to college and occupational success. The Study Center provides learning assistance services to students on a one-to-one and small-group basis. Services available through the Study Center include: 1) tutoring in many academic subject areas, 2) study-skills counseling and instruction, 3) workshops in college survival skills, and 4) individualized reading assessment and skill upgrading. The Center, located in Knott Hall 114, is equipped with instructional resources and a staff ready to help.

The Academic Foundations Program offers coursework in essential skills in the areas of mathematics, composition, and college reading and study skills. Instruction in Academic Foundations courses is individually tailored to each student's particular skill profile. Successful completion of the program coursework will provide a solid foundation for Shepherd College degree programs. This coursework is a particularly appropriate preparation for adult students who are returning to the classroom after time in non-academic pursuits as well as other students who wish to attend college but whose skills need further development. Prospective students are encouraged to contact the program director for more information.

SOUTH BRANCH CENTER

To serve Grant, Hampshire, Hardy, and Pendleton counties more effectively, Shepherd College has established an administrative center for off-campus instruction at Petersburg. The South Branch Center is located at 115 Virginia Ave. Currently, through this center, a student may complete course requirements at off-campus sites for certain associate's degrees. In addition, courses are scheduled in response to special needs and interests of area residents.

COMMUNITY COLLEGE PROGRAMS OF STUDY

Program

Degree Type

Business (Accounting, Banking, General Business,

A.A.S.

Hotel/Motel and Restaurant Management, Marketing)

Business Information Technology (Information Technology, Office Technology)

A.A.S.

Electronics Technology

A.S.

Engineering

A.S.

Fashion Merchandising

A.S.

General Studies

A.A.

Nursing

A.S.

Safety Technology (Emergency Medical Services,

Fire Service, Occupational Safety and Health)

A.S.

Visual Communication (Graphic Design, Photography, Studio Art)

A.A.

BUSINESS

The curriculum for the A.A.S. in business administration consists of three components—general education courses, a business core, and an area of concentration:

General education courses	21 hours
Business core	28 hours
Concentration	15 hours
Total Hours Required:	64 hours

General Education Requirements

General education courses	21
ECON 205	Principles of Macroeconomics 3
ENGL 101	Written English 3
ENGL 102	Written English 3
COMM 202	Fundamentals of Speech 3
MATH 154	Finite Mathematics* or
MATH (100 level or higher) 3
Two courses from the College's program of general studies.	6

* Students who wish to pursue a B.S. in business at a later date should take MATH 154.

Business Core Requirements

Business core courses required	28
ACCT 201	Introductory Accounting I 3
ACCT 202	Introductory Accounting II 3
BMGT 150	Introduction to Business 3
BMGT 310	Principles of Management 3
BMGT 202	Business Law I 3
BMGT 340	Marketing 3
ECON 206	Principles of Microeconomics 3
BSSE 227	Business Communications or
BMGT 345*	Written Communications in Business 3
BSSE 328	WordPerfect 1
CPIS 214	Introduction to Computers 3

Students who wish to pursue a B.S. in business at a later date should take BMGT 345.

Concentration Requirements

Accounting Concentration

The accounting concentration is a demanding program designed to prepare students for an entry level position as an accounting clerk. It is also designed for persons planning to transfer into the bachelor's degree program in accounting at Shepherd College.

Accounting concentration	15
CCT 329	Intermediate Accounting I 3
CCT 330	Intermediate Accounting II 3
CCT 335	Income Tax 3
CCT 336	Cost Accounting 3
CCT 292	Accounting Internship 3

Banking Concentration

The banking concentration uses the courses that the American Institute of Banking (AIB) is currently teaching at Shepherd College for academic credit. It is designed so that the students enrolled in the AIB diploma program can apply all of their college work on that diploma towards the associate degree. The program does not include an internship since all of the students in the AIB courses are currently bank employees.

Students in the program may substitute the following AIB courses for the equivalent required course in the business core:

	Shepherd Course	AIB Course
BMGT 212	Business Law I	Law and Banking (Principles) or Law and Banking (Applications)
BMGT 340	Marketing	Marketing for Bankers
BMGT 310	Principles of Management	Bank Management
ECON 205	Principles of Macroeconomics	Economics for Bankers and
ECON 205	Principles of Microeconomics	Money and Banking
ACCT 202	Introductory Accounting II	Analyzing Financial Statements

To make these substitutions, the American Institute of Banking courses must be taught (for academic credit) through Shepherd College or at regionally-accredited institutions. These substitutions apply only for the A.S. degree and do not apply to bachelor's degrees.

In addition to the required general education courses and the core business courses (with the above possible substitutions) the following courses are required:

Principles of Banking (AIB course)	3
AIB elective courses	6
Business Management or AIB elective courses	6

General Business Concentration

Students who complete the general business concentration qualify for entry level positions as clerks, technicians, or assistants to managers. The program is also designed for persons planning to transfer into a bachelor's program in business at Shepherd College. It is flexible in that it permits students to select from a wide range of courses.

General business concentration	5
Electives in business courses numbered above 200	12
BMGT 292 Internship	3

Hotel-Motel and Restaurant Management Concentration

Students who complete the hotel-motel and restaurant management concentration qualify for entry level jobs and second-level skilled jobs in both the lodging and food service industries. The program is also designed for persons planning to transfer into the bachelor's degree program in hotel-motel and restaurant management at Shepherd College.

Hotel-motel and restaurant management concentration	5
HMEC 318 Nutrition	3
HMRM 207 Survey of Food Services	3
HMRM 303 Lodging Management	3
HMRM 309 Food Production Systems	3
HMRM 490 Service Industry Externship (Food)	3

Marketing Management

Students who complete the marketing concentration qualify for entry-level positions in retail stores and wholesaling operations. The program is also designed for persons planning to transfer into the bachelor's program in business (marketing concentration) at Shepherd College.

Market management concentration	15
SOCI 203 General Sociology	3
BMGT 350 Retailing	3
BMGT 365 Promotional Strategy	3
BMGT 375 Strategic Marketing	3
BMGT 292 Marketing Internship	3

Curriculum for an Associate of Applied Science Degree in Business Information/Office Technology

Total hours required	64
General education core	18
ENGL 101 and 102 Written English	6
COMM 202 Fundamentals of Speech	3
ECON 123 Contemporary Economics or	
ECON 205 Principles of Macroeconomics	3
MATH 154 Finite Mathematics or	
MATH 215 Introduction to Mathematics	3
PSYC 203 Introduction to Psychology or	
SOCI 203 General Sociology	3
Business requirements:	
BMGT 150 Introduction to Business	3
ACCT 201 and 202 Introductory Accounting I and II	6
BMGT 212 Business Law I	3
BSED 227 Business Communications or	
BMGT 345 Written Communications in Business	3
BSED 324 Office Administration	3
CPIS 214 Introduction to Computers	3

Option I

Information technology requirements	25
BSED 329 Office Systems Software	3
BSED 380 Desktop Publishing	3
CPIS 290 System Operations	3
CPIS 388 Database Management Systems	3
CPIS 311 Computer Language Concepts	3
Select 10 credits from the following:	
MATH 217 Computers—BASIC	2
MATH 317 PASCAL	3
Electives (from any business courses in ACCT, BMGT, BSED, CPIS)	3-10

Option II

Office technology requirements	25
BSED 104 Keyboarding II	3
BSED 201 Alphabetic Notetaking	3
BSED 326 Calculator Skills	1
BSED 320 Electronic Editing	3
BSED 329 Office Systems Software	3
BSED 380 Desktop Publishing	3

Select 9 credits from the following:

MATH 217	Computers—BASIC	2
BSED 330	Office Applications Practicum	3
BSED 327	Records Management	1
BSED 328	WordPerfect	1
Electives (from any business courses in ACCT, BMGT, CPIS)		3-9

ELECTRONICS TECHNOLOGY

The electronics technology program is designed to prepare students to become electronics technicians engaged in the design, fabrication, maintenance, testing, trouble-shooting, and repair of electronic devices and systems. Students will obtain the mathematical, scientific, and technical expertise necessary to function in a high-technology environment. There are opportunities to specialize in computer, industrial, medical, consumer, or general electronics. The program is a cooperative effort of Shepherd College and James Rumsey Technical Institute. A sound foundation in mathematics and physical and applied sciences is offered at Shepherd College. The "hands on" technical courses are taught at James Rumsey. Academic credit only (not grades) will be awarded by Shepherd College for courses taken at James Rumsey. While students are at James Rumsey Technical Institute they will be enrolled and supervised by that institution and pay its fees.

Graduates of the Associate of Science program in electronics technology will qualify for jobs in a variety of industrial and medical settings. The demand for electronics technicians is great. Starting salaries of over \$20,000 may be expected. It is not uncommon for the associate's degree graduate to gain employment and subsequently receive employer support in seeking a bachelor's degree.

Due to a limited number of student spaces, individuals interested in the program should make application to both institutions early in the year of intended enrollment.

Although no special requirements beyond those required for admission to the College have been defined, it is recommended that the prospective electronics technology student present substantial preparation in mathematics and science.

Curriculum for an Associate of Science Degree in Electronics Technology

Total hours required for the degree		32
Core requirements (take all the following)		32
MATH 105*	Algebra	3
MATH 106*	Trigonometry	2
MATH 108*	Precalculus	3
PHYS 202	College Physics	4
JR 101	Electronics Shop Orientation	1
JR 102+	D.C. Fundamentals	4
JR 103+	A.C. Fundamentals and Circuit Analysis	5
JR 104	Semiconductor Fundamentals	4
JR 105	Electronic Circuits and Systems	4
JR 106	Advanced Electronic Circuit Techniques	2
*Prerequisite or corequisite for other core courses		
+ Students with demonstrated competence in these areas will substitute additional technical electives or an additional program option.		
Non-technical electives		11
ENGL 101	Written English	3
ENGL 102	Written English or	
COMM 202	Fundamentals of Speech	3
Electives from general studies courses offered in the business management, art and music, history, education, social sciences, and physical education		5
Program options		8-12

One of the following:

JR 201	Computer Electronics Technology	10
JR 202	Consumer Electronics Technology	10
JR 203	Industrial Electronics Technology	12
JR 204	Medical Electronic Technology	10
JR 205	Microwave Communication Technology	10

General Electronics Technology	8
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ENGR 221	Introduction to Electrical Engineering
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ENGR 224, 225	Electrical Circuits
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Technical electives selected from among the following to meet

the required total hours	10-14
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ENGR 101	Introduction to Engineering Design	3
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ENGR 102	Engineering Computer Applications or
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CPIS 311	Computer Language Concepts	3
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ENGR 241	Engineering Statics	3
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MATH 154	Finite Mathematics	3
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MATH 200	College Geometry	2
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MATH 205	Calculus with Applications or
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MATH 207	Calculus I	4
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MATH 208	Calculus II	4
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MATH 217	Computers - BASIC or
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CPIS 214	Introduction to Computers	2-3
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MATH 254	Discrete Mathematics	3
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MATH 314	Statistics	3
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MATH 317	Computer Programming (Pascal)	3
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BSED 325	Computer Data Entry Skills	1
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PHYS 201	College Physics	4
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PHYS 221	General Physics	4
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CHEM 101,	
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CHEM 101L	Chemistry in Society or
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CHEM 207	
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CHEM 208	General Chemistry	4
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CHEM 102,	
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CHEM 102L	Chemistry in Society or
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CHEM 209,	
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CHEM 210	General Chemistry	4
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BIOL 225*	Human Anatomy and Physiology	3
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BIOL 226*	Human Anatomy and Physiology	3
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*Recommended for medical electronics technology option only.

ENGINEERING

Engineering is the art and science of utilizing the materials and energy sources of nature for the benefit of mankind. The engineer must combine a knowledge of the mathematical and natural sciences with an awareness of the needs of human beings and human society in order to design, construct, and operate the structures, machines, and other devices used in industry and everyday life.

Such critical problems as developing new energy sources, improving the productivity of the manufacturing industry, and developing an affordable means of protecting our environment, are, for the most part, engineering problems. Society's needs in the decades ahead will demand more engineering than ever before.

The engineering program at Shepherd College is a two-year course of study designed to prepare students for transfer into the third year of a baccalaureate degree program in engineering. Shepherd's program emphasizes a strong foundation in mathematical, physical, computer, and engineering sciences, which constitute the core of all areas of engineering. Specialization in a particular engineering field (electrical, mechanical, chemical, civil, etc.) will occur upon transfer.

Students who successfully complete this program with a 2.0 average or better will be awarded an Associate of Science degree in engineering, and those who meet the admission requirements

outlined below will be assured acceptance into the Bachelor of Science in engineering programs at West Virginia University and West Virginia Institute of Technology. Those students who exhibit superior performance at Shepherd may expect to be accepted into other engineering schools nationwide. Depending upon the specialty selected, a summer of study at the senior institution may be necessary to complete baccalaureate degree requirements within four years.

Admission requirements for the Engineering Transfer Program. For admission to the engineering program, students must: 1) have completed two units in laboratory science, two units in algebra, one unit in plane geometry, and one unit in trigonometry (or advanced math), and 2) have a minimum ACT math score of 24, or if a West Virginia resident have a B high school average and a minimum ACT math score of 21. Students not initially meeting these requirements may be admitted to the program on an individual basis upon satisfactory completion of appropriate college courses.

Curriculum for an Associate of Science Degree in Engineering

Total hours required for the degree	66-67
Specific required courses	47
ENGR 101 Introduction to Engineering Design	3
ENGR 102 Engineering Computer Applications	3
ENGR 221 and 222 Introduction to Electrical Engineering and Lab	4
ENGR 241 Engineering Statics	3
CHEM 207 and 208 General Chemistry and Lab	4
CHEM 209 and 210 General Chemistry and Lab	4
ENGL 101 Written English	3
ENGL 102 Written English	3
MATH 207 Calculus I	4
MATH 208 Calculus II	4
MATH 309 Calculus III	4
PHYS 221 General Physics	4
PHYS 222 General Physics	4
Four of these five courses	12-13
ENGR 224 and 225* +Electrical Circuits and Lab	4
ENGR 242* Engineering Dynamics	3
ENGR 243* Engineering Mechanics of Materials	3
ENGR 301 Engineering Thermodynamics	3
MATH 401 Differential Equations	3
Physical education courses	2
Non-technical electives 5	

*Students intending to major in chemical engineering should substitute CHEM 315 and CHEM 316 Organic Chemistry for two of these courses.

*Students intending to major in civil engineering may substitute GSCI 301 Geology for this course.

Non-technical electives should be selected with advisement. Recommended are introductory surveys of history of civilization, American literature, British literature, economics, psychology, political science, or sociology. Students should consult the catalog of the institution to which they intend to transfer, to be sure the selected courses meet their requirements.

FASHION MERCHANDISING

Fashion merchandising is a field that provides careers relating to the production, distribution, and sale of fashion goods.

Curriculum for an Associate of Science Degree in Fashion Merchandising

Total hours required	64
ENGL 101	Written English 3
ENGL 102	Written English 3
HMEC 101	Textiles 3
HMEC 102	Clothing 3
HMEC 210	Fashion Communication 3
HMEC 215	Fashion Analysis 3
HMEC 301	Advanced Clothing 3
HMEC 306	Interior Design 3
HMEC 315	Cultural Influences on Clothing 3
HMEC 403	Consumer Economics 3
HMEC 450	Service Industry Externship 3
BMGT 150	Introduction to Business 3
BMGT 201	Introductory Accounting 3
BMGT 202	Introductory Accounting 3
BMGT 340	Marketing 3
BMGT 350	Retailing 3
BMGT 365	Promotional Strategy 3
ECON 205	Principles of Macroeconomics or
ECON 123	Contemporary Economics 3
Selection of three hours from the following: 3	
PSYC 203	Introduction to Psychology
SOCI 203	General Sociology
BMGT 310	Principles of Management
Electives	7

GENERAL STUDIES

The Associate of Arts degree in general studies is a terminal degree, but the courses taken are compatible with, and may be applied toward, most four-year degree programs.

Curriculum for an Associate of Arts Degree in General Studies

Total hours required	64
ECON 205	Principles of Macroeconomics or
ECON 123	Contemporary Economics 3
ART 103	Introduction to Visual Arts 2
MUSC 111	Music Appreciation 2
GSPE	General Studies Physical Education 2
ENGL 101	Written English 3
ENGL 102	Written English 3
ENGL 204	Survey of American Literature 3
ENGL 208	Survey of World Literature I or
ENGL 209	Survey of World Literature II 3
COMM 202	Fundamentals of Speech 3
HIST 101 and 103	History of Civilization 6
PSCI 100	Politics and Government or
PSCI 101	American Federal Government 3
SOCI 203	General Sociology 3

BIOL 101 and 102	General Biological Sciences, or	
BIOL 208 and 209	Plants as Organisms & Animals as Organisms, or	
CHEM 101 and 102	Chemistry in Society, or	
CHEM 207, 208,		
CHEM 209 and 210	General Chemistry, or	
PHYS 201 and 202	College Physics, or	
PHYS 221 and 222	General Physics, or	
GSCI 103 and 104	General Physical Science	8
MATH 215	Introduction to Mathematics	3
or	Any three or four credit hour mathematics course except	
	MATH 105 Algebra or MATH 111 Mathematics of Finance.	
Electives		17

NURSING

The Associate of Science degree in nursing is designed to prepare the graduate to be eligible to make application to take the National Council Licensure Examination (NCLEX-RN) for registered nurses and enter a career as a beginning practitioner of nursing. It is intended that the courses in nursing will provide the students with an awareness of the value and dignity of people and a view of the patient as an integrated, unique individual requiring nursing knowledge and skill. Relationships between health and illness, based on Maslow's hierarchy of needs, will be examined; clinical skills will be developed, as well as the ability to assess, plan, implement, and evaluate nursing care in a variety of health settings. The nursing program is accredited by the National League for Nursing.

In order to progress, the student must receive a C or above in each nursing course and in Anatomy and Physiology. A minimum of 2.0 cumulative grade point average must also be maintained in sequenced pre- and co-requisite courses at the end of each semester. To receive the Associate of Science degree, students must have an overall cumulative gpa of 2.0 for all courses taken.

By February 1 of the year preceding intended enrollment, an application for admission to the nursing program must be on file in the Nursing Division office. In addition, the applicant must make application for admission to Shepherd College. After applicants have filed the applications, they must arrange for a personal interview with the division chair.

Candidates who are selected for the limited number of openings must possess a good scholarly background which includes the successful completion of courses in algebra and chemistry, good skills in communication, and proficiency in English. In addition, candidates should possess good physical and mental health.

LPN Accelerated Program

Shepherd College offers two options for LPNs

1. Articulation through NURS 099 Transitions in Nursing. This course is offered to LPNs for pass-fail during summer session. Upon successful completion of this one credit hour course, LPNs are awarded 8 hours of credit for NURS 101, 103.
2. Acceleration through select nursing courses. Qualifications are determined based on work experiences and written recommendations. Applicants are tested using standardized tests and credit is awarded based on performance. Specific information is available in the Division of Nursing office.

Curriculum for an Associate of Science Degree in Nursing

Total hours required for the degree		7
Total nursing hours:		42
Required courses, first year, 39 semester hours:		
NURS 101	Basic Needs	4
NURS 103	Clinical Nursing	4
CHEM 120	College Chemistry	3
CHEM 121	College Chemistry Lab	1
BIOL 225	Anatomy and Physiology	3
BIOL 227	Anatomy and Physiology Lab	1

ENGL 101	Written English	3
		19
NURS 102	Needs from Birth through Adolescence	2
NURS 104	Clinical Nursing	3
NURS 106	Health Care Needs of Women	2
NURS 108	Clinical Nursing	3
BIOL 226	Anatomy and Physiology	3
BIOL 228	Anatomy and Physiology Lab	1
EDUC 300	Human Development	3
PSYC 203	Introduction to Psychology	3
		20
Required courses, second year, 34 semester hours:		
NURS 220	Trends in Nursing	2
NURS 201	Introduction to Unmet Needs	2
NURS 203	Clinical Nursing	3
NURS 205	Selected Unmet Needs I	2
NURS 207	Clinical Nursing	3
BIOL 302	Microbiology	4
		16
NURS 202	Selected Unmet Needs II	3
NURS 204	Clinical Nursing	3
NURS 206	Selected Unmet Needs III	3
NURS 208	Clinical Nursing	3
SOCI 203	Sociology	3
	Elective	3
		18

SAFETY TECHNOLOGY

The safety technology curriculum is designed to prepare individuals to provide leadership in safety technology in the community and workplace. The fire service option offers training in community and industrial fire prevention and suppression and in industrial safety. The occupational safety and health option provides training in occupational safety and health, including current OSHA standards and basic management skills. The emergency medical services option, offered in cooperation with Regional Medical Services, Inc., gives the current U.S. Department of Transportation National Standard Training Curriculum for EMT-Paramedics. Course offerings are scheduled to encourage part-time student participation. Taught by professionals in the field, the courses make use of the variety of facilities available in the region. Policies and procedures for the program include the following:

1. SAFT prefix courses are normally offered in the evenings each semester. Students must plan their schedules carefully if they wish to complete all requirements in two years.
2. At the discretion of the program advisor, another SAFT prefix course may be substituted for a required SAFT prefix course.
3. SAFT 110, 111, 112 Introduction to Fire Service I, II, and III are rarely offered because virtually all students who enter the program have completed sections 1, 2, and 3 of the Basic Firemanship Course, for which Shepherd College grants academic credit. A certificate or letter, signed by the trainer or supervisor and indicating that the training was completed successfully, must be sent directly to the safety technology advisor at Shepherd College.
4. For the SAFT 350 Practicum, a letter of agreement must be sent to the safety technology advisor by the on-site supervisor. The letter should state that the supervisor gives permission for the student to observe the appropriate activities and agrees to sign and thereby certify the accuracy of the student's log. The student must accumulate at least 30 hours on actual calls and must log all activity, stating start and stop times for a call and the nature of the call. The log is to be submitted for evaluation to the student's Shepherd College advisor. Each Practicum must be for different areas in fire service. For example, safety inspections, ambulance service, and fire service are considered different areas.

5. Credit for SAFT 250 may be granted if the student has EMT certification (standard 80 hour program). A transcript or similar document signed by an authorized person must be sent directly to the safety technology advisor.
6. Application to the Emergency Medical Technology-Paramedic program must be made to EMS Region VIII/IX, Regional Medical Services, Inc. 602 Rock Cliff Drive, Martinsburg WV 25401 (304/263-4913). SAFT 250 EMT must be completed successfully before a student can take SAFT 270 EMT-Paramedic.
7. Credit for the EMT-P courses SAFT 270 through SAFT 273 will be granted by Shepherd College if a student enrolled in the safety technology program submits proof that he or she passed the National Registry Examination for Emergency Medical Technology Paramedic.

Curriculum for an Associate of Applied Science in Safety Technology

Total hours required for the degree	6
Required core	32
SAFT 115 Life Safety Code	3
SAFT 203 Emergency and Rescue Operations	3
BMGT 150 Introduction to Business	3
CPIS 214 Introduction to Computers	3
PSYC 203 Introduction to Psychology	3
ENGL 101 Written English (by placement)	3
COMM 202 Fundamentals of Speech	3
SOCI 203 General Sociology	3
CHEM 101 and 102 Chemistry in Society	8

Choose one option:

Fire Service Option

Total hours	33
SAFT 102 Fire Prevention	3
SAFT 110 Introduction to Fire Service I	2
SAFT 111 Introduction to Fire Service II	2
SAFT 112 Introduction to Fire Service III	2
SAFT 113 General Physical Science for Safety Technology	3
SAFT 201 Structural Design and Building Codes	3
SAFT 202 Flammable and Explosive Materials	3
SAFT 204 Fire Prevention Inspections	3
SAFT 212 Toxic, Corrosive, and Radioactive Materials	3
SAFT 250 EMT	5
SAFT 350 Fire Service Practicum I	1
SAFT Elective	3

Occupational Safety and Health Option

Total hours	33
SAFT 150 Introduction to Occupational Safety and Health	3
SAFT 220 Safety Management I	3
SAFT 221 Safety Management II	3
SAFT 292 Internship in Occupational Safety and Health	3
SAFT 311 The Industrial Fire Brigade	3
ACCT 201 Accounting I	3
BMGT 310 Principles of Management	3
HLTH 110 Wellness in the Workplace*	3
MATH 105 Algebra (by placement)	3
SAFT Electives	6

*Pending Final Approval

EMS Option (prior approval required)

Total hours	33
SAFT 250	EMT 5
SAFT 270	EMT-Paramedic I 8
SAFT 271	EMT-P Practicum I 2
SAFT 272	EMT-Paramedic II 8
SAFT 273	EMT-P Practicum II 2
SAFT 274	EMS Field Internship 1
SAFT 275	Issues in EMS 1
BIOL 225, 226	Human Anatomy and Physiology 6

NOTE: The student must work closely with a Shepherd College advisor to ensure completion of a program in two years. The SAFT prefix courses are offered every other year and only during evenings or weekends. Most of the remaining courses are offered in the evening only every other year; day-time sections are usually available each year. Students who do not meet specified standards will take developmental courses in English and mathematics. SAFT 110, 111, 112 Introduction to Fire Service I, II, III are offered only when needed; most students will substitute Basic Firemanship sections 1, 2, and 3 through the West Virginia State Fire Commission (or the equivalent in another state). SAFT 250 is usually offered off-campus and as needed through third-party contract. EMT-P courses are offered each year, usually at off-campus locations; application for the EMT-P courses must be made to Region VIII/IX of Regional Medical Services, Inc.

VISUAL COMMUNICATION

Curriculum for an Associate of Arts Degree in Visual Communications (Emphasis in Graphic Design, Photography or Studio Art)

Total semester hours required	64
Art Department core	15
ART 140	Foundations of Design I 3
ART 170	Foundations of Design II 3
ART 203	Survey of Western Art 3
ART 303	Contemporary Art 3
ART 103	Introduction to Visual Arts 2
ART 208	Portfolio Review 1
General education core	22
ENGL 101	Written English 3
ENGL 102	Written English 3
COMM 202	Fundamentals of Speech 3
	General Studies 13

Group I

Select 3 courses (9 hours outside the concentration requirement) 9

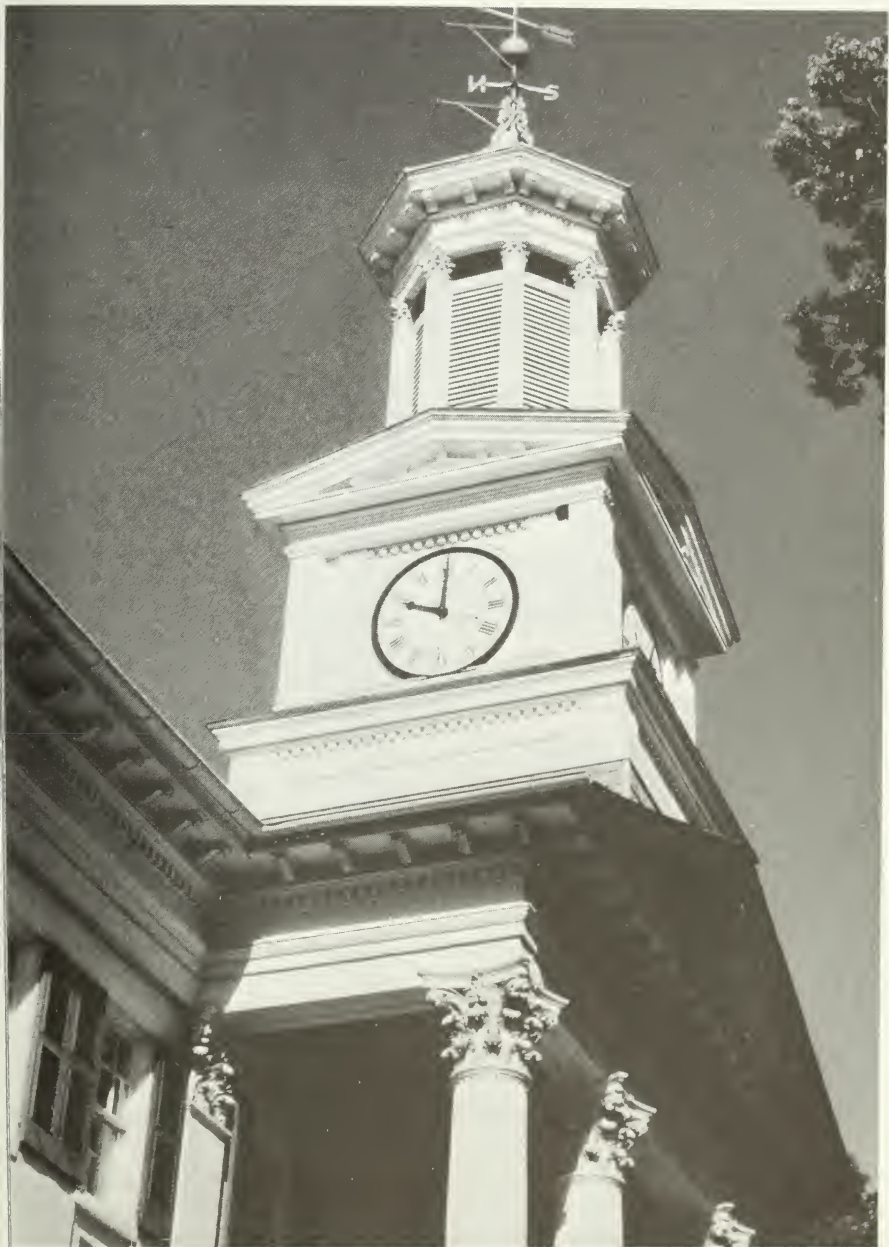
To be discussed with advisor

ART 115	Introduction to Drawing 3
ART 260	Printmaking 3
PHOT 281	Black and White Photography I 3
ART 230	Painting 3
GRDS 171	Introduction to Graphic Design 3

PHOTOGRAPHY CONCENTRATION 18

PHOT 383	Color Photography I 3
PHOT 485	Color Photography II 3
PHOT 280	Visual Fundamentals of Photography 3
PHOT 281	Black and White Photography I 3
PHOT 282	Black and White Photography II 3
PHOT 386	Computer Digital Imagery 3

GRAPHIC DESIGN CONCENTRATION		18
GRDS 171	Introduction to Graphic Design	3
GRDS 271	Typography	3
GRDS 372	Computer Applications in Graphic Design	3
GRDS 373	Pre-Press Production	3
ART 115	Introduction to Drawing	3
ART 215	Intermediate Drawing.....	3
STUDIO ART CONCENTRATION		18
ART 115	Introduction to Drawing	3
ART 360	Printmaking	3
ART 230	Painting I	3
ART 215	Intermediate Drawing.....	3
	Studio Electives	6



COURSE NUMBERING SYSTEM

The unit of credit is the semester hour. Some courses are not offered every semester.

Courses numbered 001-099 are not for degree credit

Courses numbered 100-199 are normally for freshmen

Courses numbered 200-299 are normally for sophomores

Courses numbered 300-399 are normally for juniors

Courses numbered 400-499 are normally for seniors

DISCIPLINE NUMBER SYSTEM

Courses in the various disciplines can be identified by the appropriate prefix numbers as listed below:

New Prefix	Old Prefix	New Prefix	Old Prefix
ACFN	Academic Foundations	ENGL	61 Literature
ACCT	10 Accounting	JOUR	62 Journalism
BMGT	11 Business Administration	LBSC	63 Library Science
ECON	12 Economics	FREN	64 French
BSED	13 Business Education	GERM	65 German
CPIS	14 Computer Programming and Information Systems	RUSS	66 Russian
EDUC	21 Education	SPAN	67 Spanish
PSYC	22 Psychology	RELG	68 Religion
EDDB	24 Education for the Deaf and Blind	COMM	69 Communications
HMEC	25 Home Economics	WASH	70 Washington Semester
HMRM	26 Hotel-Motel and Restaurant Management	HIST	71 History
APMU	31 Private Applied Music and Ensembles	PSCI	72 Political Science
MUSC	32 Music	SOCI	73 Sociology
ART	33 Art	GEOG	74 Geography
GRDS	34 Graphic Design	SOWK	75 Social Work
PHOT	35 Photography	PHIL	76 Philosophy
THEA	37 Theater	ANTH	77 Anthropology
HLTH	41 Health Education	APSC	80 Applied Science
PHED	43 Physical Education	BIOL	81 Biology
ATHC	44 Athletic Coaching	CHEM	82 Chemistry
RECR	45 Recreation	PHYS	83 Physics
GSPE	49 General Studies Physical Education	GSCI	84 General Science
ENGL	60 English	MATH	85 Mathematics
		NURS	86 Nursing
		SAFT	88 Safety Technology
		ENGR	89 Engineering
		COMP	95 Computer Sci. Theo y

SECTION VIII

COURSES OF INSTRUCTION

ACADEMIC FOUNDATIONS

The credit hours for these courses apply toward hours needed to qualify as a full-time student but do not count toward fulfilling graduation requirements.

ACFN 010. INTRODUCTION TO CRITICAL COMPOSITION (3)

Students will be introduced to composition which involves critical analysis of reading material, forming of hypotheses, and construction of intelligent, coherent, full-length essays. Mechanical issues such as grammar, punctuation, and spelling will be addressed primarily on an individual basis as students are encouraged, with assistance, to recognize their own strengths and weaknesses. Several workshop sessions will be held.

ACFN 020. BASIC DRUG CALCULATIONS (3)

Develops skills to solve typical computational problems encountered in nursing practice. Operations of arithmetic (addition, subtraction, multiplication, and division) including fractions and decimals, ratio, proportion, introduction to algebraic notation, and the metric system. Examines units in the household and apothecary systems; dosage conversion among these systems; intravenous calculations. Optional units include poders and crystals, solutions, and children's dosages. Enrollment other than audit not permitted unless recommended by the appropriate Study Center or nursing personnel.

ACFN 030. BASIC MATHEMATICS (3)

The operations of arithmetic (addition, subtraction, multiplication, and division) applied to whole numbers, signed numbers, fractions, and decimal numbers. Ratios, proportions, percents, and the metric system of measurement. Introduction to algebraic notation, algebraic expressions, and operations on them, solutions of linear equations, and statistics. Introduction to geometric concepts including basic definitions, properties of circles and triangles, perimeters and areas of polygons, volumes of solids, and the Pythagorean Theorem. Enrollment other than audit not permitted if the student has successfully completed any other mathematics course, unless recommended by the appropriate Study Center personnel.

ACFN 050. CONSUMER MATHEMATICS (1)

Develops problem-solving skills to deal with consumer topics. Topics include interest and saving account computations, maturity values, commissions, markups, discounts, payroll deductions, tax forms, comparison shoppings, credit costs, income and expenditures to budgets, and interpretations of tables and charts. Enrollment other than audit permitted only if advised by the appropriate Study Center personnel. Prerequisite or corequisite ACFN 030.

ACFN 089. JTPA ORIENTATION (1)

This course is required for all Job Training Partnership Act (JTPA) students who are in the electronic technology program. This course will provide the JTPA office with necessary documentation of class participation, attend JTPA workshops and seminars throughout the semester, and maintain JTPA eligibility as required by the Bureau of Employment Programs and the Shepherd College JTPA Office. Grading is pass/fail only. Prerequisite: Permission of the JTPA office.

ACFN 090. BASIC ALGEBRA (3)

A developmental course to build skills in basic techniques of algebra. Includes introduction to the rational and real number systems; evaluating algebraic expressions for given numerical values; solving and graphing solutions of equations in one and two variables; adding, subtracting, multiplying, and dividing polynomials and rational functions; solving quadratic equations; manipulations with integral exponents. These techniques will be used to solve practical problems. Enrollment other than audit is not permitted if the student has successfully completed any higher numbered mathematics course, unless recommended by the appropriate Study Center personnel. Prerequisite: ACFN 030, or ACFN020, or satisfactory placement score.

ACFN 095. DEVELOPING COLLEGE READING AND STUDY SKILLS (3)

The course will provide opportunity to develop and improve basic reading necessary to do college level work. Emphasis will be on vocabulary development, comprehension, interpretation, and evaluation.

ACFN 099. SEMINAR FOR SUCCESS (1)

The course will provide a systematic exposure to successful study skills for college, such as organizational skills, note-taking skills, test-taking skills, and library skills. The course will expose students to those Shepherd College services and resources which will assist the individual student in achieving academic goals.

ACCOUNTING

ACCT 201. INTRODUCTORY ACCOUNTING I (3)

Fundamentals of accounting including basic accounting models, inventory methods, classified statements, negotiable instruments, internal control, accounting for property and equipment, and special journals in conjunction with sole proprietorships.

ACCT 202. INTRODUCTORY ACCOUNTING II (3)

Study of the basic structure of partnerships and corporations, manufacturing accounting, analysis of financial statements, and an introduction to cost accounting. Prerequisite: ACCT 201.

ACCT 292. INTERNSHIP IN ACCOUNTING (1-3)

A form of independent study which integrates classroom study with supervised work experience. The primary focus is upon the experience and skills learned. Internships generally last no longer than a semester. Interns are not employees of the sponsoring company.

ACCT 305. MANAGERIAL ACCOUNTING (3)

Techniques of interpreting accounting, financial, and statistical data for use in management decision-making. Topics include financial reporting for internal and external use; measurement and interpretation of cost data; capital budgeting; budgets as a means of management control; and financial statement analysis. Prerequisite: ACCT 202.

ACCT 329. INTERMEDIATE ACCOUNTING I (3)

An in-depth study of the principles, concepts and theory underlying published financial statements. Emphasis is placed upon the components of these statements and the limitations involved in their preparation. Prerequisite: ACCT 202.

ACCT 330. INTERMEDIATE ACCOUNTING II (3)

A continued in-depth study of published financial statements. Emphasis is placed upon principles and pronouncements established by authoritative bodies as it applies to equity accounts, tax allocation, inflation accounting, accounting changes, and correction of errors. Prerequisite: ACCT 329.

ACCT 335. INCOME TAX (3)

A study of the Internal Revenue Code and regulations relating to individuals, partnerships, and corporations. Prerequisite: ACCT 202.

ACCT 336. COST ACCOUNTING (3)

The economic, industrial engineering, and managerial aspects of cost accounting including process, job order, and standard cost systems. Prerequisites: ACCT 202 and BMGT 224.

ACCT 392. COOPERATIVE EDUCATION IN ACCOUNTING (1-6)

A form of independent study which integrates classroom study with paid, planned, and supervised work experience in the public and private sectors. Students are exposed to the reality of the work world beyond the boundaries of the campus, enhancing their self-confidence and career direction. Co-op students are employees of the sponsoring company and earn a salary and college credit. Generally, sponsoring employers seek upperclassmen with knowledge and background in the discipline. Maximum of three credit hours may be used as accounting elective credit by majors only.

ACCT 402. AUDITING (3)

Concepts, objectives, standards, procedures, and techniques relating to the performance of the audit. Emphasis on decisions which involve judgment that are important to final reporting. Prerequisite: ACCT 330.

ACCT 403. FUND ACCOUNTING (3)

Application of accounting principles to various funds of governmental and institutional units. Special emphasis placed upon budgetary accounting and its potential usefulness in planning and controlling revenues and expenditures. Prerequisite: ACCT 329.

ACCT 406. ADVANCED ACCOUNTING (3)

Current theories and procedures relating to partnerships and consolidated statements. Prerequisite: ACCT 330.

ACCT 410. ACCOUNTING THEORY (3)

Contemporary financial accounting issues as reflected in pronouncements of leading professional research and policy organizations such as the Financial Accounting Standards Board and the American Institute of Certified Public Accountants. A frame of reference for assimilating and evaluating the historical foundation of the basic accounting theories and concepts as they appear in the current accounting standards. Prerequisite: ACCT 330.

ANTHROPOLOGY**ANTH 300. INTRODUCTION TO ARCHAEOLOGY (3)**

Course surveys the history, theory, and methodology of archaeology as a sub-discipline of anthropology. Field skills necessary; the scientific collection of data on past cultures will be discussed as well as topics in prehistoric, historic, industrial, and underwater sub-areas.

ANTH 314. GENERAL ANTHROPOLOGY (3)

A general survey of the origins of humans and the development of prehistoric cultures.

ANTH 315. CULTURAL ANTHROPOLOGY (3)

A study of primitive cultures with respect to range and variability of human behavior. Presented to show the continuity of social life from basic human beginnings to present-day civilization.

ANTH 390. NATIVE AMERICAN ETHNOGRAPHY (3)

A survey of traditional Native American cultures in North America. This course will cover aspects of Upper Paleolithic migrations into the New World, prehistoric developments, and the ethnography and ethnology of traditional and contemporary cultures. Prerequisite: SOCI 203.

APPLIED SCIENCE

APSC 301. WILDLIFE MANAGEMENT (3)

An overview of the history of human's relationship to wild animal life. Examines the principles underlying present scientific management practices; objectives of management of game, non-game and threatened species; and the roles of individuals and private and governmental organizations related to wild animals. Prerequisites: One year of biology; GSCI 304.

APSC 302. FORESTRY (3)

The historic and present day relationship of humans to plants on wild lands. Examines the scientific principles underlying proper use of forest and range lands; wood, forage, and water production; fire, pests, and forest management; recreation and wild land management; and the roles of individuals and private and governmental organizations related to wild lands. Prerequisites: One year of biology; GSCI 304.

APSC 304. ENVIRONMENTAL SCIENCE (3)

An introduction to basic ecological concepts and their application to current problems of human use of natural resources. Consideration is given to the historical development of the conservation movement as a foundation for understanding current social and environmental dilemmas.

ART

(SEE ALSO GRAPHIC DESIGN AND PHOTOGRAPHY)

ART 103. INTRODUCTION TO THE VISUAL ARTS (2)

An introductory course, required of all students, designed to give insight into the nature of the visual arts and their relationship to contemporary life. Includes a study of the language and functions of painting, sculpture, and architecture. The development of styles, aesthetic principles, and the ideas of art are surveyed.

ART 104. INTRODUCTION TO THE VISUAL ARTS FOR MAJORS (2)

An introductory course for all majors designed to give insight into the nature and vocabulary of the visual arts and their relationship to contemporary life. Includes a study of the visual and verbal language of the artist. The processes of painting, printmaking, photography, sculpture, and architecture; the development of styles, aesthetic principles, and the ideas of art are surveyed.

ART 115. INTRODUCTION TO DRAWING (3)

An introductory course for development of basic drawing skills and practice in the use of various drawing materials. Observation, memory training, and composition are stressed to give the student a wide experience and solid base in the art of drawing.

ART 140. FOUNDATIONS OF DESIGN I (3)

An introductory course which examines the concepts and nature of visual image making. The fundamental skills and knowledge of two- and three-dimensional design as related to the visual arts are explored.

ART 170. FOUNDATIONS OF DESIGN II (3)

A continuation of ART 140 with a more extensive examination of the concepts and nature of visual image making. The fundamental skills and knowledge of two- and three-dimensional design as related to the visual arts are explored in further depth. Prerequisite: ART 140.

ART 203. SURVEY HISTORY OF WESTERN ART (3)

A historical survey of the major developments in architecture, sculpture, and painting of the Western world from prehistoric times to the Impressionists. Prerequisite: ART 103 or ART 104.

ART 208. PORTFOLIO DEVELOPMENT (1)

An entry level prerequisite or corequisite course to enrolling in upper division Bachelor of Fine Arts courses. This course establishes a standard for successfully approaching visual image making in graphic design, painting, printmaking, or photography. Prerequisite: three semesters of successful work in a major concentration area.

ART 215. INTERMEDIATE DRAWING (3)

A continuation of the basic drawing and perceptual skills developed in Introduction to Drawing.

ART 217. DRAWING (1)

A developmental continuation of the basic skills and perceptions of drawing. Prerequisites: ART 115 and ART 215.

ART 230. PAINTING I (3)

An introduction to the materials, philosophies, techniques, and processes of the painter. Painting is approached as a creative experience through the study of subject matter, form, and content. Prerequisites: ART 115, ART 140, ART 170.

ART 240. ART EDUCATION PRACTICUM (3)

This course involves students in the planning and delivery of instruction in art education under the supervision of an art education faculty member. Prerequisites: ART 140, ART 170, ART 323, ART 320.

ART 260. PRINTMAKING (3)

The basic areas of printmaking (intaglio, planographic, relief, and stencil) are introduced and explored with an emphasis upon the graphic idea.

ART 303. CONTEMPORARY ART (3)

An in-depth investigation of the visual arts of the 19th and 20th centuries. A study is made of the history and philosophy of the various movements, their origins and growth, and the relationship of their development to contemporary culture and thought. Prerequisite: ART 203.

ART 304. SPECIAL TOPICS IN ART HISTORY (3-9)

This course will vary in content with each offering as areas of particular interest or timeliness not covered by the regular curriculum are explored. Offerings may focus on a specific art movement, time period, geographical location, an individual artist, or a particular topic. Each course offering under this title bears a subtitle which indicates the specific subject to be covered. This course may be repeated for credit when course content is changed. Prerequisite: ART 203, ART 303.

ART 304. AMERICAN ART (3)

A historical study of American art since 1700, with an emphasis upon architecture, painting, and culture.

ART 317. SURVEY OF HISTORY OF ART THERAPY (3)

A survey of the pioneering ideas and historical development in the field of art therapy. The course includes the study of major theories, practices, and issues dating from the inception of art therapy as a discipline in the 1940s to the present. Prerequisite: PSYC 203.

ART 320. ART IN ELEMENTARY EDUCATION (2)**LECTURE PORTION OF ART 323 AVAILABLE TO 5-8, 9-12 MAJORS ONLY)**

A course designed to develop an understanding of the need and purpose of art on the elementary level and the methodology of elementary art education. Perception and aesthetic learning relative to the developmental level of the child are investigated in order to provide the necessary foundation upon which to structure a meaningful art program.

ART 322. ARTS AND CRAFTS FOR THE ELEMENTARY SCHOOL (3)

Emphasis is placed upon the meaningful art experiences that can be presented to the elementary child. The development of a greater aesthetic sensitivity, experiences in perceptual activities, and knowledge of art materials and processes are basic to the course. Prerequisite: ART 320.

ART 323. VISUAL ART FOR THE ELEMENTARY TEACHER (5)

A course designed to develop an understanding of the need and purpose for art in the elementary school curriculum. Discipline-based principles related to selection of content and materials and the guidance of art activities are investigated. Competencies and skills related to K-8 curriculum development are required. Laboratory topics and sequence are integrated with lecture.

ART 330. PAINTING II (3)

A continuation of the skills and techniques developed in ART 230. Compositional experimentation, creative and expressive modes, and evaluation skills are emphasized. Prerequisite: ART 230.

ART 331. WATERCOLORS (3)

An introduction to the medium of watercolor, exploring its possibilities and limitations. Prerequisites: ART 115, ART 216, ART 140, ART 170, ART 230.

ART 355. PRINCIPLES AND PRACTICES IN ART EDUCATION (3)

This course is concerned with adoption of knowledge about basic skills and concepts in the production and appreciation of art to public school curriculum. Visual and creative thinking, graphic ideation, multicultural education, and computer-based planning methods are stressed.

ART 361. ADVANCED PRINTMAKING (3)

A continuation of the skills and techniques developed in ART 260 within the major printmaking areas, with an emphasis upon a more significant graphic idea. Prerequisite: ART 260.

ART 362. ETCHING AND INTAGLIO (3-6)

Studio experience in the skills and techniques of etching, intaglio, dry point, and aquatint. Prerequisite: ART 260.

ART 363. SERIGRAPHY (3-6)

An in-depth studio experience in screen printing. Exploration is made of the basic screen preparations as they apply to the graphic idea. Prerequisite: ART 260.

ART 364. LITHOGRAPHY (3-6)

An in-depth studio experience in the planographic process of printmaking. An exploration is made of the basic lithographic procedures as they apply to the graphic idea. Prerequisite: ART 260.

ART 365. RELIEF PRINTING (3-9)

An in-depth studio experience in the area of relief printing with a concentration in woodcut and wood engraving. Prerequisite: ART 361 and ART 260.

ART 370. ADVANCED DESIGN (3-6)

An in-depth study of the elements and principles of design. Problems, research, and field trips are taken to reinforce understanding. Prerequisites: ART 140 and ART 170.

ART 371. COMMERCIAL DESIGN (3)

An introductory survey to commercial design. Prerequisite: Art, photography major.

ART 390. JUNIOR REVIEW (NO CREDIT BUT REQUIRED)

Review by the art faculty of the student's work to date concentrating on the major area and academic record in terms of quality and accomplishment.

ART 391. INTERNSHIP (6-9)

Individually designed experimental learning. May include field studio or internship placements such as graphic design, museum or gallery work, or work in a professional artist's studio. Lectures and discussions are utilized to prepare students for intern placement through résumés, interviews, job applications, and professional practices in the work place. Prerequisite: Must have completed 30 hours of art.

ART 400. SPECIAL TOPICS IN STUDIO ART (3-9)

This course will vary in content with each offering as areas of particular interest or timeliness not covered by the regular curriculum are explored. Offerings may focus on a specific art process or style or on a specific area of content. Each course offering under this title bears a subtitle which indicates the specific subject covered. This course may be repeated for credit when course content is changed. Prerequisite: Permission of instructor.

ART 403. AESTHETIC CRITICISM (3)

An investigation of the aesthetic dimension of the visual arts is made in relation to the studio experience and the history of art, preparing the student to analyze, evaluate, and judge a work of art. Prerequisite: 22 hours of art.

ART 404. RESEARCH (ART HISTORY) (1-3)

An upper-division course designed as a culminating experience within the concentration area of art history. The student is expected to investigate an area of art history on the comparative or analytical level. Prerequisite: 13 hours of art history.

ART 410. ADVANCED DRAWING (3-6)

A developmental continuation of the skills and perceptions of drawing. Prerequisites: ART 115, ART 215.

ART 411. LIFE DRAWING (3-9)

This class, designed for upper level drawing students, will focus on the figure and other three-dimensional subject matter. The class will continue to develop the skills and perceptions of drawing as a fine art medium.

ART 434. RESEARCH (PAINTING) (3-9)

An upper-division course designed as a culminating experience within the concentration area of painting. An opportunity is provided for the student to pursue a specific area of painting. Prerequisite: ART 330.

ART 460. BLOCK PRINTING (3-6)

An in-depth studio experience in the area of relief printing with a concentration in woodcut and wood engraving. Prerequisite: ART 360.

ART 464. RESEARCH (PRINTMAKING) (3-9)

An upper-division course designed as a culminating experience within the concentration area of printmaking. The student is expected to experimentally pursue an aspect of the printmaking area at a significant level. Prerequisite: 11 hours in the printmaking concentration.

ART 474. RESEARCH DESIGN (1-3)

An upper level course designed as a culminating experience within the concentration area of design, thereby providing an opportunity to pursue a specific area of design on a meaningful level. Prerequisite: Eight hours of design.

ART 480. INDIVIDUALIZED STUDY (3-9)

This course allows selected senior level students to pursue a self-directed and self-motivated experience in any studio area in which the student has completed a minimum of 30 credit hours. Approval must be granted by the area head in which the student desires to work and a written plan for the individualized study must be approved. It is expected that the plan involves advanced and challenging ideas reflecting a maturity necessary for individualized study. Prerequisites: Completion of 30 hours within the studio area and approval by the area head.

ART 490. SENIOR REVIEW (NO CREDIT BUT REQUIRED)

An exit review by the art faculty of the student's work to date concentrating on the major area of the academic record in terms of quality and accomplishment.

ATHLETIC COACHING

ATHC 224. CARE AND PREVENTION OF ATHLETIC INJURIES (3)

A theory and laboratory course that studies prevention, care, and taping of athletic injuries with emphasis on safety in sports activities and prevention of injuries through conditioning programs.

ATHC 350. COACHING OF FOOTBALL (3)

For individuals who anticipate active involvement in coaching football. Emphasis is on strategy, fundamentals, position techniques, and team theory as well as an in-depth study of offense, defense, kicking game, scouting, and evaluation of personnel.

ATHC 351. COACHING OF BASKETBALL (3)

For individuals who anticipate active involvement in coaching basketball. Emphasis is on coaching philosophy, problems, individual and team offense and defense, drills, professional attitude, and advancement.

ATHC 352. COACHING OF BASEBALL (3)

For individuals who anticipate active involvement in coaching baseball. Emphasis is on developing a thorough knowledge of the sport and an understanding of the rules, skills, offense and defense strategies, and coaching techniques of the game.

ATHC 353. COACHING OF TENNIS (3)

For individuals who anticipate active involvement in coaching tennis. A study of the physical, mental, and emotional areas of human development critical to growth as a tennis player. Emphasis on teaching methods, philosophy, skills, strokes, tactics, drills, etiquette, and equipment.

ATHC 403. PRINCIPLES OF COACHING (3)

This course examines functions, roles and responsibilities associated with coaching from elementary through college level. Career advancement, coaching philosophy, coaching assistants, and the interview process are also studied.

ATHC 405. PSYCHOLOGY OF COACHING (3)

For students who anticipate active involvement in coaching. Emphasis is on psychological demands in athletics with special attention to personality, activation motivation, aggression, and audience, social and group interaction.

ATHC 450. COACHING INTERNSHIP (3)

Provides practical coaching experience under a qualified head coach for an entire season. Students must serve as an assistant coach in a public junior or senior high school or collegiate athletic program (minimum of 150 hours). Specific procedures are outlined in Coaching Internship Manual.

BIOLOGY

BIOL 100. LIFE SCIENCE FOR ELEMENTARY TEACHERS (4)

Open only to students pursuing curricula in elementary and early education. Develops skills of observation and manipulation in laboratory and out-of-door settings. Stresses application of scientific method as applied to living things. Basic concepts of biology introduced as a vehicle for these objectives. Consideration of methods and subject matter appropriate to K-8 grade levels.

BIOL 101. GENERAL BIOLOGICAL SCIENCE (4)

Not for biology majors. With BIOL 102, satisfies general education science requirement and part of general science 9-12 teaching field requirement. Integrated approach to the biology of plants, animals, and microorganisms. Half of the course is centered around environmental principles, and the other half is centered around organismic homeostatic (regulatory) principles. Laboratory topics and sequence integrated with lecture.

BIOL 102. GENERAL BIOLOGICAL SCIENCE (4)

Not for biology majors. With BIOL 101, satisfies general education science requirement and part of general science 9-12 teaching field requirement. Integrated approach to the biology of plants, animals, and microorganisms. Half of the course is centered around reproductive principles, and the other half is centered around cell physiology. Laboratory topics and sequence integrated with lecture.

BIOL 208. PLANTS AS ORGANISMS (4)

This course is part of the introductory sequence of core courses for a student pursuing some field in biology. The emphasis is on physiological and field approaches, involving the use of plants to illustrate general principles of biology. Attention is given to the morphological framework within which the physiological activities occur. The activities in plants are related to the patterns in which they impinge upon the economy of nature.

BIOL 209. ANIMALS AS ORGANISMS (4)

The study of general principles of biology that are either distinctive for the animal kingdom or readily illustrated with zoological materials. Emphasizes the process of living, whole organisms, integrated with those principles of histology, morphology, and phylogeny that are required for a balanced understanding of physiology.

BIOL 225. HUMAN ANATOMY AND PHYSIOLOGY (3)

The course in a two course sequence that considers the anatomy and physiology of the human organism. In a lecture format, the cardiovascular, lymphatic, respiratory, urinary, and digestive systems are studied in this course. Students taking this course should possess a high school level understanding of biology and chemistry.

BIOL 226. HUMAN ANATOMY AND PHYSIOLOGY (3)

The course in a two course sequence that considers the anatomy and physiology of the human organism. In a lecture format, the nervous, endocrine, and reproductive systems are studied in this course. Students taking this course should possess a high school level understanding of biology and chemistry. This course may be taken before BIOL 225.

BIOL 227. HUMAN ANATOMY AND PHYSIOLOGY LAB (1)

Laboratory course in human anatomy and physiology to be taken concurrently with or following BIOL 225.

BIOL 228. HUMAN ANATOMY AND PHYSIOLOGY LAB (1)

Laboratory course in human anatomy and physiology to be taken concurrently with or following BIOL 226.

BIOL 302. MICROBIOLOGY (4)

Part of the required curriculum in nursing and medical technology and a recommended elective any biology student. The course will emphasize the impact of microbial activity on human health and disease, including the conditions contributing to microbial increase, spread and virulent conditions contributing to the body responses leading to resistance and immunity, and methods interceding in the usual etiology for the purpose of bringing about informed control. Nonmedical aspects of microbiology also will be considered, in regard to the basic activities: interacting biological systems, as symbionts, as critical energy conversion agencies, as agents driving biogeochemical cycles, and as experimental subjects for the discovery of basic biological principles such as intermediary metabolism and the genetic code. Prerequisites: BIOL 208 equivalent plus a specific course.

BIOL 305. CELL BIOLOGY (4)

A laboratory course in which cells are considered as the basic structural and functional unit of biological organization. There is an attempt to approach selected cell structures and activities from the cytological, ultrastructural, and molecular points of view. Laboratory work is included. Topics emphasized are bioenergetics, macromolecular synthesis, and regulation of cellular activities. Prerequisites: BIOL 208; BIOL 209, or BIOL 225 and BIOL 226; CHEM 207, 208, 209, 210 or their equivalents.

BIOL 310. PLANT PATHOLOGY (3)

A study of the morphology, life history, host range, and physiology of the plant pathogenic fungi, bacteria, nematodes, and viruses, and a study of the symptoms, pathological anatomy, physiological responses, economic importance, and control measures of the more important plant diseases. Prerequisite: BIOL 208.

BIOL 312. VERTEBRATE NATURAL HISTORY (4)

Examination of the structural and functional characteristics of vertebrates as related to their various habitats, identification, classification, and field study of species of this region. Additional topics, e.g. migration, hibernation, and reproduction, are given special attention. Prerequisite: BIOL 101 or BIOL 209.

BIOL 313. INVERTEBRATE NATURAL HISTORY (4)

A field-oriented study emphasizing living organisms in their natural habitats, their life cycles and interaction with humans, other organisms, and the physical environment. Collection, culture, and identification of the major orders of the parasitic and free living freshwater and temperate terrestrial invertebrate phyla. Prerequisites: BIOL 208, BIOL 209.

BIOL 315, BIOL 316. DIRECTED RESEARCH (1 EACH)

Directed Research is a two-semester sequence of courses required of all biology majors and biology general science teacher candidates. Competencies in the utilization of the process of science and the communication of information obtained through its use is essential to both biologists and biology teachers. Directed Research provides the biology major and prospective teacher the opportunity to develop these competencies through a structured program of individualized, self-paced, laboratory-centered projects carried out under the guidance of a faculty member, followed by the preparation and presentation of a formal research paper. Prerequisites: BIOL 208 and BIOL 209.

BIOL 324. PLANT TAXONOMY I FALL FLORA (2)

First eight weeks of first semester. Field work in the identification of grasses, fall flowers, and woody plants. Designed to illustrate the principles of nomenclature and descriptive morphology. Prerequisite: BIOL 208.

BIOL 325. PLANT TAXONOMY II SPRING FLORA (1)

Second eight weeks of second semester. Field work in the identification of ferns and spring flowering plants. Designed to illustrate the principles and applications of scientific nomenclature and descriptive morphology. Prerequisite: BIOL 208.

BIOL 332. COMPARATIVE ANATOMY (4)

A comparative study of organs and systems of representative forms of chordates keeping in mind the evolutionary development and relationships of these forms. Concepts of embryology are applied to an understanding of the adult organism. Laboratory work is concerned with a detailed dissection and comparative study of the amphioxus, necturus, dogfish, and cat. Prerequisite: BIOL 209 or equivalent.

BIOL 344. GENETICS AND EVOLUTION (4)

Mechanisms of inheritance, the nature of genes, and genetic systems are examined in relation to the capacities of living systems for continuity, self-regulation, and adaptive change. Molecular, cellular, and organismal reproduction are considered as processes of information storage, transfer, and generation. The evolution of the gene concept is traced from its origin as mathematical abstraction, through progressive definition as a unit of nuclear structure and function, to final characterization as nucleic acid. Prerequisites: BIOL 208, BIOL 209, BIOL 305.

BIOL 350. SPECIAL TOPICS FOR NON-MAJORS (1-3)

Elective in biology intended to stimulate an interest in nature or in areas of biology having public interest or political significance. Bird life, local flora, economic botany, psychopharmacology, and biological energy resources are representative topics. Persons interested in a specific topic should contact the department chair.

BIOL 360. ANIMAL BEHAVIOR (3)

Description of the wide variety of activities animals display in self-maintenance, reproduction, social interaction, and adjusting to environmental change. Analysis of environment, genes, and evolution's factors in determining behaviors. Suitable elective for majors in biology, psychology, park administration, recreation, and others. Prerequisite: BIOL 101 or BIOL 209.

BIOL 394. PRINCIPLES OF BIOLOGICAL RESEARCH (3)

A junior level course, preferably taken after the student has completed introductory courses in biology, chemistry, and mathematics. Statistics is highly recommended prior to the course. The course is intended to prepare the student for one of the research programs that is required of all biology majors. The course will explore basic aspects of data production, data study, and data communication. Prerequisites: BIOL 208, BIOL 209, BIOL 305, BIOL 344.

BIOL 401. HISTOLOGY (4)

A study of microscopic anatomy emphasizing organology, histology, and cytology. It embraces a study of function and structure which complements the study of gross anatomy, but provides a structural basis for the study of physiology. Prerequisites: BIOL 209 or BIOL 225, and BIOL 226.

BIOL 404. IMMUNOLOGY (4)

A laboratory course designed to introduce the student to the study of immunological processes and the methods used to initiate, describe, differentiate, and measure such processes. Attention is given to the biological basis of immunity, the natures of the humoral and cell mediated immune responses, the chemical and biological features of immunoglobulins, *in vivo* and *in vitro* antigen antibody reactions, and immunologic diseases. Prerequisites: BIOL 305, CHEM 207, CHEM 208, CHEM 209, and CHEM 210.

BIOL 406. DEVELOPMENTAL BIOLOGY (4)

Concentrates upon mechanisms and principles involved in cellular differentiation and integration that accompany development of organisms from single cells into complex, multicellular structures. Beginning with relatively simple organisms and progressing to more complex examples of higher plant and animal developmental processes, the student is exposed to both descriptive information and experimental investigative techniques. Prerequisites: BIOL 208, BIOL 209, BIOL 305, BIOL 344.

BIOL 410. PLANT PHYSIOLOGY (3)

Primarily a laboratory study of the chemical, physical, and biological activities of seed plants. Photosynthesis, respiration, transpiration, senescence, dormancy, photoperiodism, translocation, and endogenous rhythms will be studied, including the role of hormones, auxins, phytochromes, pigment systems, energy transport systems, and enzymes in regulating the physiologic processes of plants. The modern roles of plant physiology in energy production, industrial resources, and agricultural productivity are discussed. Prerequisites: BIOL 208 and a specific course or permission of instructor.

BIOL 412. ANIMAL PHYSIOLOGY (3)

Detailed study of selected topics, e.g. muscle contraction, circulation, excretion, to demonstrate the diverse ways in which different kinds of animals meet their functional requirements. Prerequisites: BIOL 208 and BIOL 209 or equivalent and CHEM 207, CHEM 208, CHEM 209, and CHEM 210.

BIOL 413, BIOL 414. SEMINAR IN BIOLOGY (1 EACH)

Recommended for juniors and seniors pursuing at least a minor program in biology. This course emphasizes library research and oral presentation of subjects of interest and importance in the various fields of biology. Permission of biology staff.

BIOL 415. BIOLOGICAL RESEARCH (1-3)

Students are given an opportunity to work on a research problem usually after a core course or a seminar in which the student has already done some preliminary work. This work is done under the direction of the biology staff. Permission of department chair.

BIOL 416. MOLECULAR BIOLOGY (4)

An advanced level course on techniques and theory of modern genetics and biotechnology. The course is designed to expose students to modern biochemical genetics, gene regulation in prokaryotes and eukaryotes, and mechanisms for the rearrangement and exchange of genetic material. Prerequisite: BIOL 344 and CHEM 319.

BIOL 420. GENERAL ECOLOGY (4)

This course emphasizes principles at the population, community, and ecosystem levels of organization. Representative topics include energy flow, biogeochemical cycles, population regulation, types of ecosystems. Consideration given to society's relationship to its environment. Prerequisites: BIOL 208 and BIOL 209 or equivalent.

BIOL 425. INTERNSHIP IN BIOLOGY 3-6

This course awards academic credit for a Biology Department approved work experience in a field laboratory, or clinic so that a student may gain practical knowledge in pure or applied research in biology. A student wishing to enroll in this course must submit a written proposal (following departmental and/or agency guidelines that can be obtained from the chair of the Biology Department) to the chair of the Biology Department or his or her appointed representative before the end of 12th week of the semester preceding the internship. All proposals must be approved by a majority of the faculty members of the Biology Department and by the dean of the School of Natural and Social Sciences. Prerequisite: BIOL 394.

BIOL 450. SPECIAL TOPICS IN ADVANCED BIOLOGY (1-4)

Elective for students who have had upper-division biology courses. Intended to diversify or specialize a student's training beyond the regular curriculum, taking advantage of a local person's particular interest or skill, or of a faculty member's interest or skill. The course will be pursued in a less formal but no less intensive fashion than the regular courses. Interested students should present specific proposals to the department chair.

BUSINESS MANAGEMENT

BMGT 150. INTRODUCTION TO BUSINESS (3)

A survey designed to acquaint the student with administration, production, labor, control, distribution, finance, taxation, law, and ethics as applied to business. Includes a brief history of business and the organization of business. For associate's degree students and non-majors. Does not carry business management credit toward the B.S. in business administration or hotel-motel and restaurant management.

BMGT 205. CALCULUS WITH APPLICATIONS (4)

See MATH 205

BMGT 212. BUSINESS LAW I (3)

A broad introduction to contemporary law as it relates to the business environment including contract, sales, employment law, antitrust law, torts, consumer protection, and business organization. Prerequisite: Sophomore standing.

BMGT 224. BUSINESS STATISTICS (3)

Methods of collecting, presenting, analyzing, and interpreting business data. Emphasis on the understanding of probability distributions such as the binomial, normal, exponential, and Poisson. Discussion of regression and correlation, hypothesis testing, chi-square analysis, and one way ANOVA. Students may not receive credit for both this course and MATH 314. Prerequisite: MATH 154.

BMGT 230. REAL ESTATE LAW (3)

Sources of real estate law, both cases and statutes, including estates in land, conveyances, leases, mortgages, easements, zoning, brokers, contracts, taxes, foreclosures, and open occupancy.

BMGT 292. INTERNSHIP IN BUSINESS (1-6)

Practical experience in local, regional, and Washington Gateway organizations such as government offices, museums, arts agencies, social action groups, research laboratories, and private corporations/companies. Interns learn how to translate classroom theory and methods into professional skills and opportunities. Usually offered every term. May be repeated. Prerequisite: Must have sophomore class standing with minimum 2.5 overall and 2.75 major gpa, approval of academic department, and placement by Career Center.

BMGT 310. PRINCIPLES OF MANAGEMENT (3)

Concepts and analyses of the behavioral aspects of organizations. Expansion of integrative and human skills needed by managers. Lectures are supplemented by outside projects and simulated applications of management techniques. Prerequisite: ACCT 201.

BMGT 313. BUSINESS LAW II (3)

A detailed study of the law of secured transactions, employment, insurance, negotiable instruments, estates, bankruptcy, and suretyship. The Uniform Commercial Code is discussed in detail. Recommended for students who plan to take the CPA examination. Prerequisite: BMGT 212.

BMGT 317. REAL ESTATE (3)

A basic study of the nature and importance of real estate in the economy; principles of land utilization and urban development; property rights and real estate; valuation of real property; real estate markets; and government regulation and programs.

BMGT 321. LABOR PROBLEMS (3)

Examines history of labor movements, analysis of economic and social problems arising from relations between labor and management, and labor legislation and laws. Case studies. Prerequisite: ECON 206 or ECON 123.

BMGT 322. COLLECTIVE BARGAINING (3)

An analytical study of the collective bargaining process by case study and by readings management and union philosophy. A survey of management and union rights and responsibility strategy in collective bargaining, and the impact of bargaining on employees and management relations. Prerequisite: Junior standing in business.

BMGT 323. HUMAN RESOURCE MANAGEMENT (3)

A study of manpower planning, recruitment, selection, and development of employees. Examines compensation, employee appraisal, job analysis, collective bargaining, arbitration, and labor relations. Case studies. Prerequisite: BMGT 310.

BMGT 338. BUSINESS INFORMATION SYSTEMS (3)

An analysis of where, when, and in what form information is captured in order to make business management decisions. A detailed study of the planning, operating, and reporting phases of obtaining information within a business enterprise. Does not apply as an elective in the minor in computer programming and information systems. Prerequisite: ACCT 202.

BMGT 340. MARKETING (3)

An introduction to the marketing management process. Including the selection of target markets, the development of product, pricing, promotion, and channel of distribution programs to effectively serve these markets. Specialized topics such as international marketing, consumerism, and ethical issues in marketing are also examined.

BMGT 345. WRITTEN COMMUNICATIONS IN BUSINESS (3)

Modern business techniques in written and oral communications. Writing of formal and informal reports, letters, memoranda, résumés. Prerequisite: BMGT 224.

BMGT 350. RETAILING (3)

A study of retail store operations and management including site selection, merchandise planning, developing store image, pricing, promotion, personnel, and control. Prerequisite: BMGT 340.

BMGT 352. INTERNATIONAL MARKETING (3)

Approaches international marketing management from a managerial viewpoint; stresses cultural considerations in implementing marketing management, techniques, and strategies. Prerequisite: BMGT 340.

BMGT 365. PROMOTIONAL STRATEGY (3)

Promotion as a tool for making decisions. Advertising, personal selling, publicity, and sales promotion for profit and non-profit organizations. Both theory and application are stressed. Projects within the local communities will be assigned to students when available. Prerequisite: BMGT 340.

BMGT 375. STRATEGIC MARKETING (3)

Both a conceptual and a pragmatic approach to the strategic marketing planning process. Contributions of marketing concepts, philosophy, and methodology to strategic management. The linkage between marketing and corporate strategy. Prerequisites: BMGT 224 and BMGT 340.

BMGT 390. HUMAN RELATIONS IN INDUSTRY (3)

A study of research and basic theory concerning the factors which contribute to the behavior of members of business organizations. Topics covered include social relationships and needs, organizational patterns, motivation, leadership, small groups, communications, conflicts, changes, social responsibility, and the role of the manager. Case studies. Prerequisite: BMGT 310. Student may substitute PSYC 321 Industrial Psychology for BMGT 390.

BMGT 392. COOPERATIVE EDUCATION IN BUSINESS (1-6)

May be repeated for credit, but not in the same term; topic must be different. Usually offered every term. Prerequisite: Must have junior level standing with minimum 2.5 overall and 2.75 major gpa, approval of academic department, and placement by the Career Center.

BMGT 395. CONSUMER BEHAVIOR (3)

Macro and micro consumer behavior. The influence of psychological, sociological, and cultural factors on behavior of consumers and industrial buyers. Shows how this knowledge is indispensable to the marketing manager when making decisions about product, price, and channels of distribution. Prerequisites: BMGT 310 and BMGT 340.

BMGT 400. FINANCIAL MANAGEMENT (3)

An introduction to the methods of corporation finance with an emphasis on applied problem solutions. Particular attention is given to financial decision-making and risk analysis. Prerequisites: ACCT 202 and BMGT 224.

BMGT 401. FINANCIAL ANALYSIS (3)

An in-depth study of the theories and techniques of corporate financial management. An analysis of the procedures for extracting information from the corporate information system and modifying it for use in financial analysis. Prerequisite: BMGT 400.

BMGT 405. MARKETING RESEARCH (3)

Examines research as a decision tool for marketing management and the role of research in marketing, risk reduction, decision-making, problem definition, research design, sampling, data collection and analysis, and interpretation of results. Both theory and application are stressed. Projects within the local communities will be assigned to students when available. Prerequisites: BMGT 340 and BMGT 224.

BMGT 407. BUSINESS STRATEGY AND POLICY (3)

Capstone course study in business management designed to integrate the basic disciplines of business through case analysis and other methods; oral and written reports, ETS Business Achievement Test administered. Prerequisites: BMGT 340 and BMGT 400.

BMGT 415. OPERATIONS AND PRODUCTION MANAGEMENT (3)

Analysis of operational problems and opportunities in service and manufacturing sectors, site location, facilities design, forecasting, work methods and measurement, inventory management, and operations decision making. Prerequisites: BMGT 224 and BMGT 310.

BMGT 425. INVESTMENTS (3)

Examines basic theories and their application to major financial markets: risk and return; market efficiency; portfolio theory; and investment selection and timing decisions. Prerequisite or corequisite: BMGT 400.

BUSINESS EDUCATION**BSED 103. KEYBOARDING (2)**

Presents the development of speed and accuracy in the operation of the alphabetic, numeric, and symbol keys on microcomputers. Basic document production of letters, memos, reports, and tables is included. Offered for business majors and data processors who need basic keyboarding skills.

BSED 104. KEYBOARDING II (3)

A continuation of BSED 103, Keyboarding, with further development of speed and accuracy in the production of business documents. Emphasis will be given to high production quality in the typing of varied office simulations during the semester. A minimum of 45 words per minute for five minutes is required upon completion. Prerequisite: Keyboarding.

BSED 201. ALPHABETIC NOTETAKING (3)

Students will learn principles and theory of abbreviated writing for notetaking and study skills. Emphasis on theory, abbreviations, reading/writing, and paraphrasing. Taking textbook notes and improving study habits will be stressed.

BSED 227. BUSINESS COMMUNICATIONS (3)

Students will learn to write effective business letters. Involves skills in the use of English, knowledge of business principles, and understanding of human nature.

BSED 320. ELECTRONIC EDITING (3)

Students learn the conventions of business language: correct spelling, punctuation rules, sentence structure, proofreading, capitalization, word choice, word usage, numbers, and abbreviations in business correspondence. Students will receive basic practice in using transcription equipment and in editing copy electronically. Prerequisites: BSED 104 and BSED 328.

BSED 324. OFFICE ADMINISTRATION (3)

Prepares students to become administrative assistants. Emphasizes the application of the principles of business organization, management, and supervisory techniques. Topics include office layout, performance appraisal technique, job analysis and evaluation, telecommunications, records management, handling conferences, ethics, and policy-making strategies. Prerequisites: BMGT 310 and BSED 329 or consent of instructor.

BSED 326. CALCULATOR SKILLS (1)

Development of skills on the electronic printing calculator.

BSED 327. RECORDS MANAGEMENT (1)

Students will learn the basic principles and procedure of filing business records and documents using alphabetic, geographic, subject, and numeric filing systems. The use of microforms in modern office will be included.

BSED 328. WORDPERFECT (1)

A step-by-step, hands-on experience in word processing on the IBM microcomputer. Coverage includes creating a document, revising and printing a document, editing, and formatting text.

BSED 329. OFFICE SYSTEMS SOFTWARE (3)

Emphasizes advanced concepts of word processing and integrated information software including spreadsheets, data base, and desktop publishing. Prerequisite: BSED 328 or BSED 103 or CPIS 214

BSED 330. OFFICE APPLICATIONS PRACTICUM (3)

Refines skills in the area of business applications software and integrates them with realistic of experiences. No programming is involved. Students will spend 6 hours per week in the laboratory and will meet on an arranged basis with the instructor. Needs consent of the instructor.

BSED 380. DESKTOP PUBLISHING (3)

A hands-on approach to desktop publishing using PageMaker and Windows. Students will learn how to design and compose pages, integrate text and graphics, and produce various types of publications, such as brochures, catalogs, and newsletters. Students will explore the basic publishing process, the fundamental principles of typography, typesetting, design, and graphics to produce professional-looking documents. Prerequisites: CPIS 214 and BSED 329.

BSED 392. COOPERATIVE EDUCATION IN OFFICE TECHNOLOGY (3)

Supervised work experience directly related to a student's major subject area and/or career goals and interests. Student will integrate classroom theory and work applications. Offered every semester. Prerequisite: Junior class standing with minimum 2.5 overall gpa and 2.75 major gpa; approval of academic department; must be admitted to Teacher Education Program.

CHEMISTRY

CHEM 100. CHEMICAL SCIENCE (3)

This course is designed primarily for future elementary school teachers. It introduces the student to the basic concepts of chemistry including atoms, radioactivity, bonding, chemical equations, solutions, acids and bases, and some aspects of organic and biochemistry. The latter part of the course is devoted to the study of chemical science as it applies to the elementary school: mini lectures, demonstrations, experiments, games, textbook and journal reviews are presented by the students. Circumstances permitting, the course ends with practice teaching at an elementary school. Computers are used as aids to instruction and as laboratory tools. The course CHEM 100L must be taken concurrently with this course.

CHEM 100L. CHEMICAL SCIENCE LABORATORY (1)

The laboratory emphasizes learning by discovery and by student-designed (or modified) experiments. Current or prior enrollment in CHEM 100 is required.

CHEM 101, CHEM 102. CHEMISTRY IN SOCIETY (4 EACH)

A study of the fundamental principles of chemistry with particular emphasis on the role of chemistry in our culture and everyday affairs, and the benefits and costs of chemical technology. Topics to be covered include the scientific method, atomic theory, energy, natural resources, consumer products, biochemical processes, soil chemistry, toxic substances, drugs, and pollution. This course can be used to fulfill the general studies requirement of a year of laboratory science.

CHEM 120, CHEM 122. COLLEGE CHEMISTRY (3 EACH)

An in-depth treatment of the fundamental principles of chemistry and their application to physiological, pharmaceutical, and biochemical processes. The courses CHEM 121 and CHEM 123 must be taken simultaneously with the appropriate semester of CHEM 120 and CHEM 122. Together with CHEM 121 and CHEM 123, this course can be used to fulfill the general studies requirement of a year of laboratory science.

CHEM 121, CHEM 123. COLLEGE CHEMISTRY LABORATORY (1 EACH)

This course introduces the student to the isolation of natural products, the synthesis of drugs, biochemical reactions, and the use of modern instrumentation for the separation and the qualitative and quantitative analysis of chemicals. College Chemistry Laboratory must be taken simultaneously with the appropriate semester of College Chemistry (CHEM 120 and CHEM 122).

CHEM 207, CHEM 209. GENERAL CHEMISTRY (3 EACH)

A first-year chemistry course for students whose major area of study is biology, chemistry, mathematics, medical technology, pre-medicine, or pre-pharmacy. Such fundamental concepts of chemistry as the structure of atoms, the nature of solids, liquids, and gases, the reactions of inorganic and organic compounds, and the effects of chemicals on the environment are studied. CHEM 207 is offered in the fall; CHEM 209 in the spring. CHEM 208 and CHEM 210 are to be taken with CHEM 207 and CHEM 209 respectively. Prerequisite: Background in chemistry and algebra.

CHEM 208. GENERAL CHEMISTRY LABORATORY I (1)

A laboratory course in inorganic qualitative analysis, three hours per week, to be taken simultaneously with the first semester of General Chemistry CHEM 207.

CHEM 210. GENERAL CHEMISTRY LABORATORY II (1)

A laboratory course in general chemistry, three hours per week, to be taken simultaneously with the second semester of General Chemistry CHEM 209. The main emphasis of the course is quantitative, with experiments in synthesis, acid-base reaction, oxidation-reduction, gas evolution, and quantitative determination of unknown concentration.

CHEM 301. INORGANIC CHEMISTRY (3)

The theoretical principles of chemical bonding and molecular structure are correlated with the chemical and physical properties of inorganic compounds. Includes covalent and ionic bonding, periodic trends, systematic study of the representative, transition, inner-transition and inert gas elements, structure determination, and reaction mechanisms. Prerequisites: CHEM 207, CHEM 209.

CHEM 308. RADIOCHEMISTRY (3)

A study of the principles underlying the nature of radioactivity and of the various chemical, biological, and industrial applications of radioisotopes. Particular emphasis is placed on factors contributing to nuclear instability, nature of the decay process, handling and measurement of radioisotopes, and the practical aspects of nuclear energy. Prerequisites: CHEM 207, CHEM 209.

CHEM 311. CHEMICAL PHARMACOLOGY (3)

This course is an introduction to the structure, mechanisms of action, and clinical application of drugs currently in use. The emphasis is on general pharmacological principles and on a survey of a wide spectrum of agents; chemical aspects of pharmacology are stressed where they contribute significantly to the understanding of drug action. Prerequisites: one semester of anatomy/physiology and one semester of chemistry; or, permission of the instructor.

CHEM 315, CHEM 316. ORGANIC CHEMISTRY (3 EACH)

This course is designed for students with an interest in chemistry, the life sciences, or in health-related fields. It surveys the classes of organic compounds from hydrocarbons to synthetic and natural macromolecules. Attention is focused on the applications of organic chemistry to biological, medical, and energy-related problems. The laboratory features modern instrumental techniques of the separation (TLC, GC, HPLC) and characterization (IR, NMR, MS, polarimetry) of organic compounds. Prerequisites: CHEM 207, CHEM 209. The courses CHEM 315L and CHEM 316L must be taken concurrently with CHEM 315 and CHEM 316, respectively.

CHEM 315L. ORGANIC CHEMISTRY I LABORATORY (1)

This laboratory features organic synthesis, mechanistic studies, and modern instrumental techniques for the separation (using TLC, GC, or HPLC) and characterization (using IR, NMR, MS or polarimetry) of organic compounds. Current or prior enrollment in CHEM 315 is required.

CHEM 316L. ORGANIC CHEMISTRY II LABORATORY (1)

This course is a continuation of CHEM 317 and uses the same techniques. Current or prior enrollment in CHEM 316 is required.

CHEM 320. BIOCHEMICAL TECHNIQUES (2)

A laboratory course devoted to the study of the physical and chemical properties of naturally occurring substances. Experience is gained in the use of chromatography, electrophoresis, spectrophotometry, manometry, and related methods. Prerequisites: CHEM 329, CHEM 330.

CHEM 321. ANALYTICAL CHEMISTRY (3)

In this course the principles of stoichiometry and equilibrium are treated as they apply to the analysis of mixtures and pure substances. Particular emphasis is placed on volumetric and gravimetric methods. Prerequisites: CHEM 207, CHEM 209. The course CHEM 321L must be taken concurrently with this course.

CHEM 321L. ANALYTICAL CHEMISTRY LABORATORY (1)

This laboratory course emphasizes volumetric and gravimetric measurements in the analysis of environmental samples and consumer products. Prior or current enrollment in CHEM 321 is required.

CHEM 322. INSTRUMENTAL ANALYSIS (3)

A course devoted to the study of the principles and applications of instruments used in the analysis of mixtures and pure substances. Methods studied include spectroscopy, electrochemistry, chromatography, and others. Prerequisites: CHEM 207, CHEM 209, and CHEM 321. The course CHEM 322L must be taken concurrently with this course.

CHEM 322L. INSTRUMENTAL ANALYSIS LABORATORY (1)

This laboratory course is designed to study transduction and enhancement of analytically useful signals. Chromatographic, spectroscopic, and electrochemical systems are used for sample quantitation. Prior or current enrollment in CHEM 322 is required. Prerequisite: CHEM 321.

CHEM 325. COMPUTERS IN SCIENCE (3)

This course provides an introduction to the use of microcomputers in science. Programs are written for educational use, for making scientific computations, for searching scientific data bases, and for processing information obtained from interfaced and non-interfaced laboratory instruments. Commercial programs used in science and in science education are critically evaluated. Previous experience with computers is not required but familiarity with a programming language is beneficial. Students must have completed a semester of chemistry or physics to enroll.

CHEM 327. SOLUTION CHEMISTRY (3)

A one-semester course to be taken by the student in the sophomore or junior year. A study of the physical and chemical properties of the liquid state is pursued, with particular emphasis placed on aqueous solution. The preparation of solutions of various concentrations is reviewed. Thermodynamics is introduced. Other major areas are acid-base theory, kinetics, equilibria between phases and electrochemistry. Prerequisites: CHEM 207, CHEM 209, MATH 105.

CHEM 328. SOLUTION CHEMISTRY LABORATORY (1)

A three-hour per week laboratory course to be taken with Solution Chemistry CHEM 327. Aqueous and non-aqueous solutions will be prepared and their physical and chemical properties will be investigated. Prerequisite: CHEM 327.

CHEM 329. BIOCHEMISTRY I (3)

Biochemical structure and function with initial emphasis placed on the properties of carbohydrates, lipids, and proteins and the relationship between structure and function. The special role of these biomolecules in the structure and function of biological membranes is then presented. This is followed by an introduction to enzymes and the mechanisms of enzyme action. Attention is then given to the nucleic acids and includes the genetic role, structure, and replication of DNA and the role of RNA in protein synthesis. Prerequisites: CHEM 207 and CHEM 209. Recommended BIOL 208 and BIOL 209.

CHEM 330. BIOCHEMISTRY II (3)

Basic concepts of metabolism with initial emphasis placed on the broad aspects of metabolism and includes a discussion of the energy requirements for reactions in living systems. The degradation of carbohydrates and the biochemical role of glycolysis, citric acid cycle, oxidative phosphorylation, and related pathways are then presented. This is followed by an examination of fatty acid metabolism, amino acid degradation, and selected aspects of biosynthesis. Attention is then given to mechanisms of hormone action, transport across biological membranes, and related membrane activity. Prerequisites: CHEM 207 and CHEM 209. Recommended Biology BIOL 208 and CHEM 209.

CHEM 331, CHEM 332. SEMINAR (1 EACH)

This course may be taken more than once for credit. The selection, organization, and presentation of topics within one's area of interest in chemistry. Topics are selected from among the current literature, review articles, and reports in scientific journals. Prerequisites: CHEM 207, CHEM 209.

CHEM 415, CHEM 416. ADVANCED ORGANIC CHEMISTRY (1-3 EACH)

The content of the course is flexible and can be structured to meet the needs of the student. Possible orientations include: 1) a review and extension of the principles covered in Organic Chemistry, 2) a detailed treatment of the mechanisms of organic reactions, 3) a selective study of the synthesis of organic compounds, and 4) molecular orbital theory and rate processes as applied to organic chemistry. Prerequisites: CHEM 315, CHEM 316.

CHEM 427. SPECTROSCOPY (2)

A study of the classical and quantum theories of the interaction of radiation with matter, including an introduction to the Schrodinger wave equation. The absorption and emission of radiation by atoms and molecules are treated, with particular emphasis being placed on ultraviolet, visible, and infrared spectroscopy and resonance phenomena. Prerequisites: CHEM 207, CHEM 209, PHYS 201, PHYS 202 and math through calculus.

CHEM 428. THERMODYNAMICS (3)

A study of the principles underlying the content and transfer of energy in physical and chemical reactions. The classical laws of thermodynamics are introduced, and the concepts of free energy, entropy, work, and enthalpy are defined and subjected to a careful quantitative treatment. Prerequisites: CHEM 207, CHEM 209, PHYS 201, PHYS 202 and math through calculus.

CHEM 429. THERMODYNAMICS LABORATORY (1)

A three-hour-per-week laboratory course to be taken with CHEM 428 Thermodynamics. Experimental investigations of the thermodynamic properties of gaseous and liquid systems will be pursued, specifically gas density, molecular weight determination, heats of solution, heats of reaction, kinetic measurements.

CHEM 431, CHEM 432. SPECIAL STUDIES (1-3 EACH)

An individualized program of study that enables the student to broaden his or her background within a special area of interest through exposure to advanced concepts and experimental techniques. Usually includes laboratory work, literature search, and the preparation of a scientific report. By departmental permission.

COMMUNICATIONS**COMM 200. VOICE AND DICTION (3)**

This course recognizes the need for projection, proper breathing techniques, articulation, resonance, inflection, and pronunciation in human communication. Through exercises in reading poetic, prose, and dramatic literature as well as applying current theories in vocal production, the course improves voice quality as it develops one's reading and speaking abilities.

COMM 202. FUNDAMENTALS OF SPEECH (3)

A required course for all communications students and most Shepherd undergraduates, Fundamentals focuses upon the complimentary skills of sending and receiving messages. Audience analysis, organization of the message, developing listening awareness, and the management of communication apprehension are foremost among the course objectives. Students deliver a variety of speeches in a number of different formats.

COMM 205. WRITING FOR THE MEDIA (3)

A foundations-level course in the communications major, media writing is designed to acquaint the student with the basics of effective communication. Emphasizing planning, analyzing, and designing information for mass audiences through print and broadcast mediums, this course is central to developing meaningful communications skills. Prerequisite: COMM 202.

COMM 210. INTERVIEWING AND LISTENING (3)

A foundations-level course intended to improve a student's capacity to listen more effectively by discriminating among different motives for attending to messages particularly in diadic encounters. Prerequisite: COMM 202.

COMM 211. INTRODUCTION TO BROADCASTING (3)

A survey of the history and theories of AM and FM transmission with particular attention to the various formats used to target audiences. Developing proficiency in the operation of top-of-the-line studio equipment, the student also becomes aware of the FCC's role in regulating the legal aspects of broadcasting. Prerequisite: COMM 202.

COMM 213. RADIO ANNOUNCING (3)

A course in the theory and practice of effective communication through the mastery of radio announcing skills. The student is expected to participate in the various phases of newscasting which include writing, delivering, anchoring, and engineering broadcast news as well as creating commercials, preparing public service announcements, and conducting interviews. Prerequisite: COMM 211.

COMM 215. INTERPERSONAL COMMUNICATION (3)

A survey of the basic concepts of interpersonal communication including perception, conflict resolution, and the recognition of the emotive states which may interfere with clear message transmission. Through systematic analysis, the course permits the student to control his or her interpersonal communication patterns thereby leading to personal improvement. Prerequisite: COMM 202.

COMM 300. PERSUASION, PROPAGANDA, AND PUBLIC OPINION (3)

The theory and study of the principles and practice of persuasion. Persuasive strategies will be employed by students in oral and written form. The study of propaganda and the influence of public opinion will also be included. Topics for analysis include beliefs, attitudes, values; theories of motivation; persuader effectiveness; ethos, pathos, logos; and audience analysis. Prerequisite: COMM 202.

COMM 301. RHETORICAL THEORY AND CRITICISM (3)

A study of the origin, development, and influence of the art of rhetoric from its inception in Greece to present-day developments in general semantics, semiotics, and mass communication theory. Prerequisite: COMM 202 and sophomore standing.

COMM 305. HISTORICAL DEVELOPMENTS AND INFLUENCES OF MASS COMMUNICATION (3) *

A course which highlights the importance of timelessness in the study of media, as well as historical perspectives and societal influence. In addition, stories of significant people in media history are analyzed, along with the function of each of the media industries and support industries and the important issues and effects of today's global industries. * Pending final approval.

COMM 313. BROADCAST LABORATORY (1)

A skills-oriented course in which the student will prepare 60-second newsbreaks which will be aired on WSHC. To qualify, the student must be capable of operating all studio equipment. Prerequisite: COMM 211.

COMM 314. BROADCAST LABORATORY (1)

A skills-oriented course in which the student will prepare public service announcements which will be aired on WSHC. To qualify the student must be capable of operating all studio equipment. Prerequisite: COMM 211.

COMM 315. COMMUNICATIONS IN PROFESSIONAL CONTEXTS (3)

A course which examines the unique requirements necessary for communicating within the professional community. Students will present a series of oral and visual messages designed to be effective for specific audiences. Prerequisite: COMM 202.

COMM 319. DISCUSSION: PRINCIPLES AND TYPES (3)

A study of communication behavior in group situations. Topics for lecture, discussion, and written analysis include the social role of the small group, problem-solving techniques, styles of leadership, personality barriers which inhibit effective communication, and conference planning and evaluation. Prerequisite: COMM 202 and sophomore standing.

COMM 320. ADVOCACY AND DEBATE (3)

A study of logical systems as they apply to human discourse. The course emphasizes the necessity of reasoned thinking and stresses the need for an understanding of advocacy theory, clear organization, and thorough research in the transmission and evaluation of oral messages. Prerequisite: COMM 202 or consent of the instructor.

COMM 326. ADVANCED RADIO BROADCASTING (AIR SHIFT) (3)

A course in which the student, assigned a specific musical format, prepares and executes weekly programs complete with musical selections, news headlines, announcements, and a program guest. To qualify, the student must be capable of operating all studio equipment. Prerequisites: COMM 211 and COMM 213.

COMM 329. AUDIO PROMOTION PRODUCTION (3)

A production course in which the student prepares tapes to be aired on WSHC. Featuring local musical groups, panel discussions, and programs that communicate information pertinent to the college community, this course constitutes a vital requirement in the student's understanding of the medium. To qualify, the student must be capable of operating all studio equipment. Prerequisite: COMM 211.

COMM 331, 332, 333, 334. INTERCOLLEGIATE FORENSICS (1)

A course which insists that competition accelerates rhetorical competencies in debate and individual events. In the former, students compete against teams from other colleges by debating topics which have been chosen at the national level. In the latter, students display their understanding of literary texts as well as current events by competing against other students in faculty-judged circumstances. In both debate and individual events, overnight travel is likely and each course may be taken once for a total of four hours. Only one credit may be awarded each semester. Prerequisite: COMM 202 or consent of the instructor.

COMM 340. ADVERTISING (3)

A course which intends to unify the student's view of advertising with that of the advertising practitioner and the audience target. To successfully complete the course, a student must demonstrate sophistication in the theory and application of advertising strategies. Prerequisite: COMM 202 and sophomore standing.

COMM 341. MEDIA CRITICISM (3)

A course which builds upon the fields of contemporary literary and rhetorical criticism, particularly semiotic, structural, and post-structural research by relating contemporary critical practices such as feminist criticism, institutional-ideological analysis, discourse analysis and critical-cultural studies to the electronic media.

COMM 400. MEDIA LAW AND ETHICS (3)

An exploration of communication law intended to add to the student's appreciation of the legal process and its historical underpinnings. This course provides information designed to help communications specialists make informed judgments in situations with ethical and legal consequences. Prerequisite: COMM 202 and junior standing.

COMM 401. COMMUNICATIONS RESEARCH (3)

A course designed to acquaint communications majors with the most recent developments in behavioral and aesthetic theory.

COMM 402. SEMINAR IN COMMUNICATIONS (3)

A senior year alternative to COMM 450, this course focuses upon topics faculty believe are of interest to those who intend to continue advanced study in the field. Topics for the seminar are announced during early registration. Prerequisite: Junior/senior standing.

COMM 405. ADVANCED WRITING FOR THE MEDIA (3)

A writing-intensive course which explores the particular strategies required to write effectively for the media in informative modes (news, features, sports, and investigative writing) as well as persuasive modes (editorial, advertising, public relations). Prerequisite: COMM 205 and junior standing.

COMM 410. CROSS CULTURAL COMMUNICATION (3)

A course which focuses on building broad-based understanding of communication similarities and differences between and among cultures. Students will explore areas of intercultural communication arising from life situations such as business, politics, family, travel, customs, and social traditions. Students will also engage in the comparative analysis of cultural arts and their communication through speech, music, literature, film, dance, and language.

COMM 420. RADIO PROGRAMMING (AIR SHIFT) (3)

An advanced course in radio for students who desire more on-the-air experience. The student is responsible for choosing musical selections as well as providing verbal continuity for a weekly show live on WSHC. Prerequisites: COMM 211 and COMM 213.

COMM 425. INTERNSHIP IN RADIO BROADCASTING (1-3)

A course designed for students with advanced experience in radio broadcasting who wish to further their understanding of the medium by working at local, professional stations. Prerequisites: COMM 211, COMM 213, COMM 326 and the instructor's prior, written consent.

COMM 450. INTERNSHIP IN COMMUNICATIONS (1-3)

A capstone course involving all that the student has learned during enrollment in the program. Working through the Office of the Washington Gateway Program and coordinating plans with the communications faculty, the student engages in an intensive internship, externship, or cooperative with an appropriate agency in Washington, DC., the world's media capital. Prerequisite: Prior written approval from the Department of Communications.

COMPUTER PROGRAMMING AND INFORMATION SYSTEMS**CPIS 214. INTRODUCTION TO COMPUTERS (3)**

An introduction to the use of computers in the modern business world. A primary objective is to familiarize the student with computer hardware and software. Major emphasis on microcomputer applications software such as spreadsheets, data bases, and word processing.

CPIS 292. INTERNSHIP IN PROGRAMMING (1-3)

A form of independent study which integrates classroom study with supervised work experience. Internships generally last no longer than one semester, and interns are not employees of the sponsoring company.

CPIS 311. COMPUTER LANGUAGE CONCEPTS (3)

Fundamentals of computer programming. Includes actual experience in designing, flowcharting, and coding of computer programs in BASIC. Emphasis is on principles that apply to programming in all programming languages. Prerequisite: CPIS 214 recommended.

CPIS 316. RPG II PROGRAMMING (3)

Emphasis on designing the input and output of data processing operations. RPG II is taught and subsequently used as the tool to handle the required data processing operations on the computer. Prerequisite: CPIS 311.

CPIS 324. INTRODUCTION TO ARTIFICIAL INTELLIGENCE (3)

An overview of artificial intelligence, its tools and techniques. Includes such subjects as fuzzy logic, non-procedural programming, basic search techniques, automated reasoning, and expert system programming in Prolog and the creation of knowledge-based systems using expert system software shells. Emphasis on the application of artificial intelligence techniques to business problems. Prerequisites: CPIS 311 Computer Language Concepts (BASIC), MATH 317 Computer Programming (Pascal) or equivalent programming course.

CPIS 384. COBOL PROGRAMMING (3)

Actual experience in designing and coding of COBOL computer programs on the mainframe with emphasis on problem solving procedures, structural program design, and file handling. Other topics covered will be command language procedures and data representation in memory. Prerequisite: CPIS 311 or MATH 317 Computer Programming (Pascal).

CPIS 385. ASSEMBLER PROGRAMMING (3)

An in-depth study of assembler language programming. A synthesis of the logical techniques developed in earlier programming courses with a detailed study of the intricacies involved in the computer. The development of assembler language programs to solve a wide variety of problems will be the main thrust of this course. Prerequisite: CPIS 311 or CPIS 384.

CPIS 387. SYSTEMS ANALYSIS AND DESIGN (3)

The system life cycle, starting with the requirements statement and ending with system extinction or replacement. Primary emphasis on the logical design phase of an information system. Includes an explanation of both the traditional design approach and prototyping. Advantages and disadvantages of both approaches. Prerequisite: 6 hours of programming or CPIS 311.

CPIS 388. DATA BASE MANAGEMENT SYSTEMS (3)

The design and maintenance of a computerized data base management system. Emphasis on operations such as design, creation, searching, sorting, and editing that must be performed on both sequential and direct access files and sets of files. Advantages and disadvantages of tree, network, and relational data structures. Coverage of query languages, data dictionaries, and security and privacy considerations. Prerequisite: CPIS 387.

CPIS 392. COOPERATIVE EDUCATION IN PROGRAMMING (2-6)

A supervised work experience in which the student is placed for temporary employment with a local firm or government agency which has a cooperative agreement with the Division of Business Administration. Prerequisites: 3.0 gpa in the major; 2.3 gpa overall; full-time student who has completed at least 64 hours, and the recommendation of the student's advisor.

CPIS 417. ADVANCED COBOL (3)

A comprehensive second course in COBOL devoted to designing and implementing computerized software systems. Emphasis on files and advanced programming techniques such as pointers, stacks, and three-dimensional arrays. Prerequisite: CPIS 384.

CPIS 418. MANAGEMENT INFORMATION SYSTEMS (3)

An integration of the material covered in previous programming and systems courses. An examination of modern management information systems in a business setting. Topics include structured decision systems, decision support systems, information systems acquisition and management, data base management systems and the role of information processing systems in business decisions. Prerequisite: CPIS 387.

CPIS 419. DATA COMMUNICATIONS AND LOCAL AREA NETWORKS (3)

An introduction to the role of data communications and local area networks in a business environment including management of data communications systems and local area networks. Special topics to be covered include: fundamental communications concepts, data communications hardware, network configurations, protocols and software, microcomputers and communications, and local area networks (LANS). Prerequisite: CPIS 387.

CPIS 480. SENIOR SOFTWARE PROJECT (3)

The student designs and develops an original computer applications system. The system may be programmed in any language, including fourth generation languages or expert systems shells. Each student enrolling in this course must select a CPIS faculty advisor who will be responsible for approving the selection of a project, providing guidance and support and evaluating the finished project. Prerequisite: 15 hours of computer programming or information systems courses. Cannot be taken if student has received credits for cooperative work experience or an internship.

COMPUTER SCIENCE THEORY**COMP 204. INTRODUCTION TO COMPUTER AND INFORMATION SCIENCES (3)**

Provides an overview of the discipline and the two programs of study: computer programming and information systems and computer science theory. Computer number systems, artificial intelligence, data base systems, human-computer communication, and ethical issues, as well as software engineering, data abstraction, and algorithms.

ECONOMICS**ECON 123. CONTEMPORARY ECONOMICS (3)**

Introductory survey of issues of modern economics. Economic theory is employed in the analysis of inflation, unemployment, pollution, regulation, market structure, and related topics. Economic institutions such as corporations, banking, and government are also studied. Students who take ECON 205 and ECON 206 cannot receive credit for ECON 123.

ECON 205. PRINCIPLES OF MACROECONOMICS (3)

Introduction to fundamental economics concepts including: supply and demand analysis; money, banking, government and fiscal policy with emphasis upon the level and fluctuations in income, employment, and prices; economic growth; and comparative economic systems.

ECON 206. PRINCIPLES OF MICROECONOMICS (3)

Continuation of ECON 205. Topics include: extension of supply and demand analysis, production costs and revenue analysis of firms under perfect and imperfect competition, resource markets, and international trade and finance. Selected economic problems. Prerequisite: ECON 205.

ECON 292. INTERNSHIP IN ECONOMICS (1-6)

Practical experience in local, regional, and Washington Gateway organizations such as government offices, social actions groups, and private corporations/companies. Interns learn how to translate classroom theory and methods into professional skills and opportunities. Usually offered every term. May be repeated. Prerequisite: Must have sophomore class standing with minimum 2.5 overall gpa, approval of academic department, and placement by Career Center.

ECON 301. INTERMEDIATE MICROECONOMICS (3)

An intermediate-level study of the behavior of consumers, firms, and resource owners. Input and output markets under perfect and imperfect competition. General equilibrium analysis and welfare economics. Prerequisite: ECON 206.

ECON 302. INTERMEDIATE MACROECONOMICS (3)

An examination of classical, Keynesian, and monetarist theories and their application for determining the level of and changes in national income, aggregate employment, and the average price level. Prerequisite: ECON 206.

ECON 303. MANAGERIAL ECONOMICS (3)

The application of economic tools and techniques to management decision-making. Topics include demand, cost, and profit analysis; price and output decisions; budgeting and benefit/cost analysis; and the impact of government regulation. Case studies. Prerequisites: ECON 206 and BMGT 220.

ECON 304. HISTORY OF ECONOMIC THOUGHT (3)

A study of the development of economic thought from mercantilism to the present day. Contributions of great economists to economic analysis and their bearing on current theory and policy issues are emphasized. Prerequisite: ECON 206 or ECON 123.

ECON 305. MONEY AND BANKING (3)

Within a theoretical structure, an examination concerning the changing nature and dynamics of money and credit structures of American depository institutions, including their regulatory bodies. Application to monetary policies and their implications for stabilization and growth objectives. Prerequisite: ECON 206 or ECON 123.

ECON 310. PUBLIC FINANCE (3)

A study of government expenditures, sources and methods of taxation, economic effects of expenditures and taxes, and government debt policies. Prerequisite: ECON 206.

ECON 320. URBAN FINANCE (3)

An examination of the interactions between the spatial environment and economic activity. Focus is placed on the spatial location of economic activity, the pattern of land use within an area, and urban problems. Prerequisite: ECON 206.

ECON 325. INTERNATIONAL FINANCE (3)

Basic theories, problems, and policies of international finance, such as the international currency system, national income determination in an open economy, exchange rates theory, and balance of payments. Prerequisite: ECON 206.

ECON 326. INTERNATIONAL TRADE (3)

The study of basic theories, problems, and policies of international trade, such as comparative advantage, tariff and non-tariff, protection, barriers to trade, and factor mobility. Prerequisite: ECON 206.

ECON 350. GOVERNMENT AND BUSINESS (3)

Government control of business in the United States will be examined, including the roles and responsibilities of business firms and governments in a market economy; industrial concentration; anti-trust; multi-national corporations; regulated industries; government promotion of business; consumer protection; and environmental regulations. Prerequisite: ECON 206 or ECON 123.

ECON 392. COOPERATIVE EDUCATION IN ECONOMICS (3-9)

May be repeated for credit, but not in the same term; topic must be different. Usually offered every term. Prerequisite: Must have junior level standing with minimum 2.5 overall gpa, approval of academic department, and placement by the Career Center. Maximum of three credit hours may be used as economic elective credit by majors only.

ECON 450. SEMINAR IN ECONOMICS (3)

A summation of the major themes of economic theory along with application of certain of the theories within a policy context. Prerequisites or corequisites: ECON 301 and ECON 302.

EDUCATION

Teacher education students are required to have passed the PPST exam prior to enrolling in any EDUC course. Other students may be given special permission to enroll if there is space in a class.

EDUC 200. FOUNDATIONS OF AMERICAN EDUCATION (3)

An examination of the relationship between the school as a social institution and the larger society. This is accomplished through a variety of ways, but mainly through a combination of philosophical, historical, and problem-oriented inquiry into that relationship. The assumption is that a teacher who has developed an understanding of the vital relationships between school and society is in a position to see his or her professional roles beyond the narrow confines of the classroom, and, out of such a perspective, will emerge a more sensitive and effective teacher.

EDUC 204. HISTORY AND PHILOSOPHY OF THE MIDDLE SCHOOL (3)

A historical and philosophical analysis of American educational thought and practice relevant to the development of the middle school. The themes of the course will center on the historical development of an educational structure and curriculum having as its focus the psychological, educational, and social needs of the emerging adolescent. The course will also examine the philosophical foundation of the middle school.

EDUC 300. HUMAN DEVELOPMENT (3)

A course required of nursing students exploring the physical, social, and cognitive variables which affect the quality of professional interaction with the developing person.

EDUC 301. HUMAN DEVELOPMENT FOR SECONDARY TEACHERS (3)

This course explores the physical, social, cultural, and cognitive factors which influence teaching with special emphasis on youngsters in secondary (middle and high) schools.

EDUC 302. EDUCATIONAL PSYCHOLOGY (3)

A required professional education course designed to provide the teacher education student with declarative and procedural knowledge in the areas of learning, motivation, management, and assessment necessary to professional development.

EDUC 303. HUMAN DEVELOPMENT FOR ELEMENTARY TEACHERS (3)

This course explores the physical, social, cultural, and cognitive factors which influence teaching with special emphasis on youngsters in elementary and middle schools.

EDUC 304. PSYCHOLOGY OF THE MIDDLE SCHOOL CHILD (3)

Designed to acquaint the in-service and pre-service teacher with the unique physiological, cognitive, and psychological nature of the middle school child. Using this information base, implications for appropriate teacher behavior, consistent with relevant learning and motivational theory, are examined. Permission of instructor.

EDUC 305. AUDIO-VISUAL AIDS (3)

A foundation course designed to acquaint the student with the use of audio-visual aids in the chain of communications. The course content will consist of: 1) the historical, philosophical, and psychological reasons for the use of audio-visual aids; 2) production and use of audio-visual aids; and 3) operating the audio-visual hardware.

EDUC 306. K-4 FIELD EXPERIENCE (2)

This is the first field experience course in the elementary education program. It is the last field experience in the K-12 education programs. A college class accompanies the field work. Students will arrange their field work schedules so that they can meet their individual professional development needs. It is the student's responsibility to develop a plan and arrange a schedule for meeting those needs. Prerequisites: EDUC 303 for elementary education majors; EDUC 301, EDUC 308, and EDUC 307 for K-12 students.

EDUC 307. 5-8 FIELD EXPERIENCE (2)

All students seeking certification in grades 5-8 take this field experience course as their second field experience. An on-campus seminar accompanies the field work. Students must schedule a block of time each week to accommodate their public school assignment. Prerequisites: EDUC 301 or EDUC 303, EDUC 302, and EDUC 306 or EDUC 308.

EDUC 308. 9-12 FIELD EXPERIENCE (2)

This is the first field experience for all students seeking certification in a secondary teacher education program. A college class accompanies the field work. Students will arrange their field work schedules so that they can meet their individual professional development needs. It is the student's responsibility to develop a plan and arrange a schedule for meeting those needs. Prerequisites: EDUC 301, EDUC 302.

EDUC 310. EDUCATIONAL SOCIOLOGY (3)

Designed to acquaint the student with education as a distinctly social phenomenon subject to objective scientific analysis. A sociological perspective on education requires that the student step back from that which he or she is examining, set aside his or her personal and cultural biases, and take a long, hard look at the phenomenon of education.

EDUC 314. FOUNDATIONS OF EARLY EDUCATION (3)

A course designed to acquaint students with historic background and modern-day trends relative to the aims and content of curriculum in early education.

EDUC 316. METHODS IN SCIENCE AND MATHEMATICS (5)

Part of the professional program developed to provide opportunities to acquire knowledge and skill necessary to the teaching profession in these support areas. Prerequisites: EDUC 302, EDUC 303

EDUC 317. METHODS IN SOCIAL STUDIES (3)

Part of the professional program developed to provide opportunities to acquire knowledge and skill necessary to the teaching profession in these support areas. Two hours per week will be used in a seminar class designed to orient the student to the teaching experience and provide instruction in materials and methods in the teaching of social studies. Prerequisites: EDUC 302, EDUC 303.

EDUC 319. MIDDLE SCHOOL CURRICULUM (3)

A course designed to acquaint the student with the relationship between the unique needs of the transescent child and the schooling process. Included are such variables as the nature of knowledge of the learner, and of the schooling process. Other variables included are related to content learning

EDUC 330. K-4 FIELD EXPERIENCE II (2)

An optional field experience course in grade levels K-4 for education majors. Students must schedule a block of time each week to accommodate their public school classroom assignment. Prerequisite: EDUC 302, EDUC 303, and all required field experience courses.

EDUC 331. 9-12 FIELD EXPERIENCE II (2)

An optional field experience course in grade levels 9-12 for education majors. Students must schedule a block of time each week to accommodate their public school classroom assignment. Prerequisites: EDUC 302, EDUC 303, and all required field experience courses.

EDUC 334. INSTRUCTIONAL STRATEGIES IN EARLY EDUCATION (3)

A course designed to provide students with instructional strategies and materials appropriate to instruction in a variety of early education environments.

EDUC 336. CLINICAL EXPERIENCES IN EARLY EDUCATION (3)

Clinical experiences necessary to the practical application of those approaches unique to early education. Prerequisites: HMEC 304, EDUC 314, EDUC 334 or permission.

EDUC 344. LITERACY DEVELOPMENT IN THE SCHOOL I (3)

Strategies, techniques, and materials for organizing and implementing programs in literacy development in the school. Oriented toward a holistic approach, but considerable attention is given to current theories and practices in the elementary school. Focus is on background, theory and general approaches to developing and implementing school literacy programs. Prerequisites: EDUC 303 and EDUC 302.

EDUC 345. LITERACY DEVELOPMENT IN THE SCHOOL II (3)

Strategies, techniques, and materials for organizing and implementing programs in literacy development in the school. Oriented toward a holistic approach, but considerable attention is given to current theories and practices in the elementary school. Focus is on practical issues in implementing and assessing literacy programs. Prerequisites: EDUC 344.

EDUC 360. SURVEY OF EXCEPTIONAL CHILDREN (3)

A course to familiarize the student with the nature, etiology, specific characteristics, and needs of the exceptional child. The course is designed to meet basic certification requirements in those states that require a minimum of three hours of course work in special education in order to be certified. It is equally relevant to early education, elementary education, secondary education, therapeutic recreation, psychology, and nursing. Prerequisites: EDUC 301 OR EDUC 303, EDUC 302, or permission.

EDUC 402. GENERAL METHODS IN ELEMENTARY EDUCATION, K-4, 5-8 (3)

Taken concurrently with Directed Teaching. It is taught intensively during the first 10 to 12 days of each semester and then continues throughout the semester in seminars for students in their full-time clinical experience. Prerequisite: Fulfillment of all requirements for student teaching.

EDUC 404. PRINCIPLES AND PRACTICES OF SECONDARY EDUCATION, GRADES K-4, 5-8, 9-12 (3)

Provides the student with a background in the theory of secondary education which will correlate principles and techniques of teaching in secondary schools with the actual practices in current use. Introduces lesson and unit planning and a variety of methods of teaching including lecturing, discussion techniques, group dynamics, assignments, reviews, and drills. Classroom routines, homeroom activities, record keeping, and extracurricular programs are considered. The course attempts to show the interrelationships of various disciplinary areas and how each subject matter teacher is a member of an interacting team. Frequent visits to public schools keep the student aware of the realities inherent in the classroom situation. A number of class sessions will be devoted to how the secondary teacher can aid and assist students in improving their reading skills. Prerequisites: Fulfillment of all requirements for student teaching.

EDUC 407. GENERAL METHODS: MIDDLE SCHOOL (3)

Taken concurrently with Directed Teaching as part of the professional block. It is taught intensively during the first 11 to 12 days of each semester and continues through weekly seminars that are part of the Directed Teaching experience. Prerequisite: Fulfillment of all requirements for student teaching.

EDUC 418. A COMPARATIVE HISTORY OF CHILDHOOD AND ADOLESCENCE SINCE 1500 (3)

The course will provide an intellectual appreciation of the evolvement of concepts of childhood and adolescence in a historical context and serve to help students understand children and adolescents in contemporary American society.

EDUC 420. SPECIAL METHODS OF TEACHING MATHEMATICS (3)

A special methods course for secondary education majors in mathematics. An in-depth study of special methods, curriculum, problems, and techniques involved in mathematics instruction. Prerequisites: EDUC 301, EDUC 302.

EDUC 421. SPECIAL METHODS OF TEACHING ENGLISH (3)

Current approaches in the teaching of English in the secondary school. Topics include basic teaching procedures and approaches in composition, literature, and grammar; the secondary reading program; critical examination of recent texts; educational media in the field of language art instruction; materials of instruction. This course is not taught every semester. Students should check in advance with department chair. Prerequisites: EDUC 301, EDUC 302.

EDUC 422. SPECIAL METHODS OF TEACHING SOCIAL STUDIES (3)

Designed to acquaint the student with the philosophy, aims, and methods of teaching social studies in the secondary school. This course is not taught every semester. Students should check in advance with department chair. Prerequisites: EDUC 301, EDUC 302.

EDUC 423. SPECIAL METHODS OF TEACHING SCIENCE (3)

Reflective problem solving—a key to successful science teaching—is the major thrust of this course. The student is introduced to or reacquainted with the objectives of secondary school science and how the inquiry method of teaching meets these objectives. Some time is spent identifying those cognitive and psychomotor skills that are important in the sciences, and the affective behavior science education aims to develop. Students examine and evaluate current research in curriculum and instruction; examine secondary science curricula; and prepare unit plans that reflect their understanding and appreciation for the research which serves as the foundation for their planning. To focus attention on specific problems in secondary science teaching, role playing is often employed. The culminating activity is the development and teaching of a “lesson” from the unit prepared. Throughout the course special emphasis is placed on media, safety, science classroom-laboratory management. This course is not taught every semester. Students should check in advance with the natural science specialization coordinator. Prerequisites: EDUC 301 and EDUC 302.

EDUC 426. SPECIAL METHODS OF TEACHING MUSIC (3)

A course designed to aid the participants in constructing a working philosophy of music in the schools in which all music activities and courses can be viewed in proper perspective. In addition, emphasis is placed on the refining of known skills as applicable to the means by which music objectives can be realized; developing and administering the band and choral programs along with instrumental and vocal techniques; conducting such specialized music courses as music theory, history, and music appreciation; and examining appropriate teaching materials. This course is not taught every semester. Students should check in advance with department chair. Prerequisites: EDUC 301 and EDUC 302.

EDUC 427. SPECIAL METHODS OF TEACHING ART (3)

A course designed to acquaint the student with the nature of teaching art on the secondary level. This course covers the objectives of secondary art education, the psychology of perception and learning as it applies to art, current philosophical positions in art education, and recent research within the field. This course is not taught every semester. Students should check in advance with department chair. Prerequisites: EDUC 301, EDUC 302.

EDUC 428. SPECIAL METHODS OF TEACHING HOME ECONOMICS (4)

Current approaches to solving problems directly related to teaching: writing a philosophy, determining objectives, planning teaching strategies, and evaluating learning. This course is not taught every semester. Students should check in advance with department chair.

EDUC 429. CONTINUING EDUCATION IN HOME ECONOMICS (2)

A study of the philosophy, promotion, organization, and strategies of working with out-of-school groups. Each student will participate in teaching an adult group. This course is not taught every semester. Students should check in advance with department chair. Prerequisites: EDUC 301, EDUC 302.

EDUC 430. SPECIAL METHODS OF TEACHING BUSINESS EDUCATION (3)

A course designed to acquaint the pre-service teacher with methods and techniques for teaching business subjects. Attention is given to the formulation of instructional objectives and to problems which might arise in the field. The course is taken prior to or concurrently with student teaching. Prerequisites: Minimum of 20 hours credit from courses required in the teaching field, EDUC 301, EDUC 302. This course is not taught every semester. Students should check with the department chair.

EDUC 431. SPECIAL METHODS OF TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY AND SECONDARY SCHOOLS (3)

Designed to enable the student to apply the fundamental principles of learning and teaching in the area of physical education at the elementary and secondary levels. A field experience in an area public school is required. Students must insure an open block of 3 hours per week in their schedule to allow for assignment to a public school. This course is taken prior to student teaching. This course is not taught every semester. Students should check in advance with department chair. Prerequisites: minimum of 20 hours credit from courses required in teaching field, EDUC 301, EDUC 302.

EDUC 432. SPECIAL METHODS OF TEACHING HEALTH EDUCATION IN THE ELEMENTARY AND SECONDARY SCHOOLS (3)

Designed to develop effective and current instructional strategies in the cognitive, affective, and psychomotor domains of learning for the physical, emotional, and social dimensions of health at the elementary and secondary levels. This course is taken prior to student teaching. This course is not taught every semester. Students should check in advance with department chair. Prerequisites: Minimum of 20 hours credit from courses required in teaching field, EDUC 301, EDUC 302, HLTH 103, HLTH 360, HLTH 370.

EDUC 433. SPECIAL METHODS OF TEACHING ATHLETIC TRAINING (3)

Course Proposal pending final approval.

EDUC 442. READING AND LANGUAGE ARTS (3)

Methods, materials, and techniques for teaching reading and language arts in the classroom. Prerequisites: EDUC 301 or EDUC 303, EDUC 302.

EDUC 443. READING IN CONTENT AREAS (3)

A course concentrating on reading instruction in the content areas of the curriculum. Attention is given to the identification of the special reading abilities required in subject matter areas. Prerequisite: Permission of instructor.

EDUC 450. DIRECTED TEACHING, ELEMENTARY SCHOOL GRADES K-4, 5-8 (9)

Provides an in-depth clinical experience in the public school, at the appropriate grade level, under the supervision of experienced personnel. Prerequisite: Fulfillment of all requirements for student teaching.

EDUC 453. DIRECTED TEACHING, GRADES 5-8 (9)

Provides an in-depth clinical experience in the public school, at the appropriate grade level, under the supervision of experienced personnel. The extended immersion in the program of the middle school provides the student opportunities to test knowledge of the subject areas chosen and to gain competence in the teaching skills. Prerequisite: Fulfillment of West Virginia requirements for a teaching license.

EDUC 455. DIRECTED TEACHING, GRADES K-4, 5-8, 9-12 (9)

Limited to those students in the K-12 programs of physical education, art, and music. Gives insight, through study and observation, and provides skill through planning and teaching to enable the graduates to handle successfully all types of teaching situations in secondary, middle, and elementary schools. Prerequisite: Fulfillment of West Virginia requirements for a teaching license.

EDUC 456. DIRECTED TEACHING, GRADES 5-8, 9-12 (9)

Gives insight, through study and observation, and provides skill through planning and teaching enable the graduates to handle successfully all types of teaching situations in middle and secondary schools. Prerequisite: Fulfillment of West Virginia requirements for a teaching license.

EDUC 457. DIRECTED TEACHING, GRADES 9-12 (9)

Gives insight, through study and observation, and provides skill through planning and teaching enable the graduates to handle successfully all types of teaching situations in secondary schools. Prerequisite: Fulfillment of West Virginia requirements for a teaching license.

ENGINEERING

Engineering courses are open only to students admitted to the Engineering Transfer Program, unless permission is obtained from the director of engineering.

ENGR 101. INTRODUCTION TO ENGINEERING DESIGN (3)

Introduction to analysis, synthesis, and evaluation as design concepts. Introduction to electronic spread sheets with word processing as tools for report writing. Basic skills in computer aided design (CAD).

ENGR 102. ENGINEERING COMPUTER APPLICATIONS (3)

FORTRAN programming and solution of problems drawn from the various engineering disciplines are examined. Prerequisite: ENGR 101. Corequisite: MATH 207.

ENGR 221. INTRODUCTION TO ELECTRICAL ENGINEERING (3)

Topics include electrical engineering units, circuit elements, circuit laws, measurement principles, mesh and node equations, network theorems, energy storage elements, RC and RL circuits, unit response, and second order circuits. Prerequisites: ENGR 102 and MATH 207.

ENGR 222. ELECTRICAL ENGINEERING LABORATORY (1)

A laboratory course in electrical engineering, 3 hours per week, to be taken simultaneously with ENGR 221.

ENGR 224. ELECTRICAL CIRCUITS (3)

Introduction to network analysis including sinusoidal (AC) steady state, average and RMS values, phasors, polyphase systems, complex frequency, network frequency response, two port networks and transformers, Fourier methods, and Laplace Transforms. Prerequisites: ENGR 221 and MATH 208.

ENGR 225 ELECTRICAL CIRCUITS LABORATORY (1)

A laboratory course in electrical circuits, 3 hours per week, to be taken simultaneously with ENGR 224.

ENGR 241. ENGINEERING STATICS (3)

Examines engineering applications of equilibrium of forces, vector operations, couple and moment of force, resultants (2 and 3 dimensions), center of gravity and center of pressure, static friction, freebody diagrams, equilibrium trusses and frames. Prerequisite: ENGR 101. Corequisite: MATH 207.

ENGR 242. ENGINEERING DYNAMICS (3)

A course examining Newtonian dynamics of particles and rigid bodies: engineering applications, equations of motion, work and energy, conservative forces, impulse and momentum, impulsive forces, acceleration in several coordinate systems, and relative motion. Prerequisites: ENGR 241, MATH 207, and PHYS 221.

ENGR 243. ENGINEERING MECHANICS OF MATERIALS (3)

Analysis of stress, deformation, and failure of solid bodies under the action of forces including internal force resultants, stress, strain, Mohr's Circle, mechanical properties of engineering materials, generalized Hooke's Law, analysis of axial, bending and buckling loads, and combinations. Prerequisites: ENGR 241 and MATH 207.

ENGR 301. ENGINEERING THERMODYNAMICS (3)

Basic thermodynamic concepts, properties of pure substances, First and Second Law analysis of systems and control volumes are examined. Prerequisites: MATH 207 and PHYS 221.

ENGLISH**ENGL 101. WRITTEN ENGLISH (3)**

A study of the major types of expository writing: writing compositions developed by prescribed rhetorical modes. Prerequisite: satisfactory score on the English Placement or the earning of a grade of C or better in Introduction to Critical Composition, ACFN 010. Prerequisite to all other English courses.

ENGL 102. WRITTEN ENGLISH (3)

A continuation of ENGL 101, with an introduction to literary types; extensive practice in various kinds of expository and critical writing with emphasis on the research paper. Prerequisite: English ENGL 101. Prerequisite to all English courses numbered 200 or above.

ENGL 202. BACKGROUNDS OF LITERATURE (3)

A study of all forms of children's literature, with emphasis on laying foundations for lifelong enjoyment of literature, giving instruction and practice in storytelling, and establishing criteria and resources for book selection. Only candidates for the degree of Bachelor of Arts in elementary education and students with a minor or teaching field in library science may enroll in this course. Students in secondary education may, with the permission of the division chair, take this course as an elective. Prerequisites: ENGL 101 and ENGL 102.

ENGL 204. SURVEY OF AMERICAN LITERATURE (3)

A critical study of representative writers and works from the Colonial period to the present, with particular emphasis on the relationship of American literature to specific authors and works in World literature. Prerequisites: ENGL 101 and ENGL 102.

ENGL 208. SURVEY OF WORLD LITERATURE I (3)

A survey of world literature, including Ancient, Medieval, and Renaissance works. Prerequisites: ENGL 101 and ENGL 102.

ENGL 209. SURVEY OF WORLD LITERATURE II (3)

A survey of world literature, including Neoclassical, Romantic, Realistic, and Modern works. Prerequisites: ENGL 101 and ENGL 102.

ENGL 210. SURVEY OF BRITISH LITERATURE (3)

A survey of the major works of poetry and prose of the British literature from *Beowulf* through the Renaissance. Prerequisites: ENGL 101 and ENGL 102; ENGL 208 or ENGL 209.

ENGL 211. SURVEY OF BRITISH LITERATURE (3)

A survey of major works of poetry and prose of the British literature from the Neoclassical through the Modern period. Prerequisites: ENGL 101 and ENGL 102; ENGL 208 or ENGL 209.

ENGL 300. GREEK MYTHOLOGY (3)

An in-depth study of Greek mythology through discussion of significant Greek and Roman texts read in translation, with emphasis on the historical, cultural, and literary influence that Greek myths have exerted on the thinking and writing of the Western world. Prerequisites: ENGL 101 and ENGL 102.

ENGL 301. SHORT STORY (3)

A careful reading and discussion of selected short stories with the dual purpose of developing students' critical appreciation and acquainting them with the nature and development of the short story form. Prerequisites: ENGL 101 and ENGL 102.

ENGL 302. CONTEMPORARY AMERICAN LITERATURE (3)

A study of American fiction, poetry, and theater from the mid-1950s to the present. Prerequisites: ENGL 101, ENGL 102, and ENGL 204.

ENGL 303. SHAKESPEARE (3)

A study of selected plays and the sonnets. Minor emphasis on Shakespeare's biography and Elizabethan background. Prerequisites: ENGL 101, ENGL 102, and ENGL 210 or ENGL 211.

ENGL 305. MODERN DRAMATIC LITERATURE (3)

A study of the drama from Ibsen to the present day. Representative plays from Europe, Britain, and America will be read and critically interpreted. The cultural and intellectual background of modern American theater will be studied. Prerequisites: ENGL 101 and ENGL 102.

ENGL 306. RENAISSANCE PROSE AND POETRY (3)

A study of the major non-dramatic poetry and prose of the English Renaissance, including works by Spenser, More, Browne, Donne, and Herbert. Prerequisites: ENGL 101, ENGL 102, and ENGL 210 or ENGL 211.

ENGL 307. ADOLESCENT LITERATURE (3)

A study of adolescent literature including mythology, poetry, fiction, and drama, laying foundations for a life-long enjoyment of literature, giving instruction and practice in the reading and interpretation of literature, and establishing criteria and resources for book selection.

ENGL 308. THE BIBLE AS LITERATURE (3)

A study of the various types of literature found in the Bible. Prerequisites: ENGL 101 and ENGL 102.

ENGL 310. STUDIES IN AMERICAN LITERATURE (3)

An in-depth study of major American writers of the 19th and 20th centuries with primary emphasis on the artistic achievements of each figure. Some attention also is given to the development of characteristically American philosophical and social concepts as these are evidenced in the works being discussed. Prerequisites: ENGL 101, ENGL 102 and ENGL 204.

ENGL 312. AMERICAN ETHNIC LITERATURE (3)

A study of the literature of various American ethnic groups, with emphasis on Indian (Native American) and African-American literature, but with considerable attention given to the writings of other groups. Literary concerns are stressed, but the course also is designed to reveal unique as well as universal human and social dimensions in the various ethnic experiences.

ENGL 315. BRITISH NOVEL (3)

A study of the development of the British novel through the works of major novelists of the 18th and 19th centuries. Prerequisites: ENGL 101, ENGL 102, and ENGL 210 or ENGL 211.

ENGL 316. NINETEENTH-CENTURY BRITISH LITERATURE (1837-1900) (3)

A study of representative selections from the major poets and prose writers of the period. The thought, content, and literary form of the selections are emphasized. Attention is given to the reflection of the chief cultural and intellectual currents of the political and social history of the period. Prerequisites: ENGL 101, ENGL 102, and ENGL 210 or ENGL 211.

ENGL 317. BRITISH ROMANTIC LITERATURE (3)

A study of the major writers of British Romanticism, with primary emphasis on the works and the intellectual background from which they evolved. Prerequisites: ENGL 101, ENGL 102, and ENGL 210 or ENGL 211.

ENGL 318. RESTORATION AND EIGHTEENTH-CENTURY DRAMA (3)

A survey of the major works of British drama (both tragedy and comedy) from the Restoration through the 18th century. Prerequisites: ENGL 101, ENGL 102, and ENGL 210 or ENGL 211.

ENGL 321. RESTORATION AND EIGHTEENTH-CENTURY BRITISH LITERATURE (3)

A study of the intellectual ideas and the principal writers of the period, including Dryden, Behn, Pope, Swift, Johnson, Wollstonecraft, Gray, Burns, and Austen. Prerequisites: ENGL 101, ENGL 102, ENGL 210 or ENGL 211.

ENGL 325. MEDIEVAL LITERATURE (3)

A study of representative works from the major medieval genres—epic, romance, dreamvision, and drama—with special emphasis on medieval English literature, excluding Chaucer. Prerequisites: ENGL 101, ENGL 102, and ENGL 210 or ENGL 211.

ENGL 331. MODERN GRAMMAR (3)

A study of traditional grammar, structural linguistics, and transformational grammar as a basis for a comprehensive understanding of how language works—both written and oral. Prerequisites: ENGL 101 and ENGL 102.

ENGL 332. ADVANCED COMPOSITION (3)

A study of techniques and extensive practice in informative, persuasive, and contemplative writing. Prerequisites: ENGL 101 and ENGL 102.

ENGL 335. LITERATURE AND THE SEXES (3)

A study of American, British, and Continental literature by and about women, with particular emphasis on the relationship between the sexes. The course includes works by Lanier, Austen, Wollstonecraft, Brontë, Barrett Browning, Dickinson, Chopin, Shaw, and others. Gynocritical, deconstructive, and traditional critical approaches to the works are investigated. Prerequisites: ENGL 101, 102, 204, or 210 or 211.

ENGL 360. AMERICAN FICTION (3)

Primarily a study of the American novel to the First World War, although key shorter works also may be included. The fiction of major 19th- and early 20th-century writers is discussed in its artistic, intellectual, and social significance. Prerequisites: ENGL 101, ENGL 102, and ENGL 204.

ENGL 361. AMERICAN POETRY (3)

A critical and historical study of the works of major American poets, from the Puritan period to the modern era, with attention given to significant lesser-known poets and to ethnic poetry. Prerequisites: ENGL 101, ENGL 102, and ENGL 204.

ENGL 362. CREATIVE WRITING (3)

An applied study of basic stylistic and structural techniques characteristic of various forms of imaginative writing, analyzed in selected models, with particular emphasis given to a guided, constructive criticism of student writing submitted for class discussion. Consent of the instructor necessary for admission. Prerequisites: ENGL 101 and ENGL 102; ENGL 332 for non-liberal arts majors.

ENGL 400. HISTORY OF THE ENGLISH LANGUAGE (3)

A diachronic study of the English language and its linguistic heritage. Prerequisites: ENGL 101, ENGL 102, ENGL 204, and ENGL 210 or ENGL 211.

ENGL 405. SEMINAR IN LITERATURE (3)

A seminar course focusing on a literary genre, movement, period, or figure chosen by the instructor and approved by the department chair. The student is expected to attend regular meetings of the seminar, participate in open discussions, and present a series of short written or oral reports related to the topic chosen for study. In addition, the student is expected to submit a major documented paper which individually investigates some aspect of the subject matter of the course as a whole. In addition to ENGL 405, students also may take ENGL 406 and/or ENGL 407 and receive three-hour credit for each course successfully completed. No one of this group of courses is a prerequisite for the other two, but permission of the instructor is necessary for admission. Prerequisites: ENGL 101 and ENGL 102.

ENGL 406. SEMINAR IN LITERATURE (3)

A seminar course with the same format and requirements as ENGL 405 but focusing on a different genre, movement, period, or figure chosen by the instructor and approved by the department chair. In addition to ENGL 406, students also may take ENGL 405 and/or ENGL 407 and receive three-hour credit for each course successfully completed. No one of this group of courses is a prerequisite for the other two, but permission of the instructor is necessary for admission. Prerequisites: ENGL 101 and ENGL 102.

ENGL 407. SEMINAR IN LITERATURE (3)

A seminar course with the same format and requirements as ENGL 405 but focusing on a different genre, movement, period, or figure chosen by the instructor and approved by the department chair. In addition to ENGL 407, students also may take ENGL 405 and/or ENGL 406 and receive three-hour credit for each course successfully completed. No one of this group of courses is a prerequisite for the other two, but permission of the instructor is necessary for admission. Prerequisites: ENGL 101 and ENGL 102.

ENGL 408. SEMINAR IN ENGLISH (1)

An abbreviated seminar course in which students will be exposed to major literary motifs, critical ideas, and significant works and writers of each distinctive period of British, American, and world literature, as well as theories of composition and language study. Permission of department chair is necessary for admission.

ENGL 420. MODERN NOVEL (3)

A study of representative American, British, and European novelists of the 20th century, designed to acquaint the students with the themes, techniques, and artistic problems of the modern novel, and the relationship of the latter to the basic issues and concerns of modern people. Prerequisites: ENGL 101 and ENGL 102.

ENGL 425. RENAISSANCE DRAMA (3)

A study of the major playwrights of the English Renaissance, excluding Shakespeare. Prerequisites: ENGL 101, ENGL 102, and ENGL 210 or ENGL 211.

ENGL 430. CHAUCER (3)

A study of Chaucer's language and art as they are revealed in his works, primarily in *Troilus and Criseyde* and *The Canterbury Tales*. Prerequisites: ENGL 101, ENGL 102, and ENGL 210 or ENGL 211.

ENGL 435. MILTON (3)

A thorough study of the lyric and epic poems of Milton, including a detailed critical reading of *Paradise Lost*, viewed within the literary and historical contexts of Stuart and Commonwealth England. Prerequisites: ENGL 101, ENGL 102, and ENGL 210 or ENGL 211.

ENGL 436. LITERARY CRITICISM (3)

A historical survey of major critical trends from the Classical period through the 20th century and a study of contemporary critical theories through practical application to specific literary works. Prerequisites: ENGL 101, ENGL 102, and ENGL 204 or ENGL 210 or ENGL 211.

ENGL 438. PRACTICUM IN ENGLISH (1)

The student serves as a writing tutor or marks for correction freshman compositions under the supervision of a member of the English staff. Prerequisites: ENGL 331 or ENGL 332 and permission of the instructor.

ENGL 439. PRACTICUM IN ENGLISH (1)

The student serves as a writing tutor or marks for correction freshman compositions under the supervision of a member of the English staff. Prerequisites: ENGL 331 or ENGL 332 and permission of the instructor.

ENGL 440. PRACTICUM IN ENGLISH (1)

The student serves as a writing tutor or marks for correction freshman compositions under the supervision of a member of the English staff. Prerequisites: ENGL 331 or ENGL 332 and permission of the instructor.

ENGL 441. INDEPENDENT STUDY IN ENGLISH (3)

See Independent Study Program. Prerequisite: Six hours of advanced work in English.

FRENCH**FREN 101. ELEMENTARY FRENCH I (3)**

A basic, culturally-oriented course in conversational French designed for beginning students who wish to develop skills in speaking, reading, writing, and comprehending French. Emphasis is placed on oral communication through dialogue and guided compositions. Audio and video tapes are extensively used.

FREN 102. ELEMENTARY FRENCH II (3)

A continuation of FREN 101, this course allows students to strengthen their comprehension and speaking proficiency in French by providing extensive practice in oral and written communication and self-expression and through discussions and oral presentations of readings in French and Canadian culture. Prerequisite: FREN 101.

FREN 203. INTERMEDIATE FRENCH I (3)

A review of the basic structures and phonetics of the French language studied through readings and discussions of French cultural and literary selections and enhanced through further oral communication practices, brief compositions, and oral reports. Prerequisites: FREN 101 and FREN 102.

FREN 204. INTERMEDIATE FRENCH II (3)

A continuation of FREN 203, this course is designed for more advanced students and allows them to strengthen their proficiency in French through advanced structural and oral exercises and several different kinds of writing assignments. Prerequisites: FREN 101, FREN 102, and FREN 203.

FREN 303. SURVEY OF FRENCH LITERATURE (3)

The chief periods, authors, and works of French literature from the Serments de Strasbourg to 1700. Prerequisites: FREN 101 and FREN 102 and consent of instructor.

FREN 304. SURVEY OF FRENCH LITERATURE (3)

A continuation of FREN 303 with an emphasis on the major writers and literary movements from 1700 to the present day. Prerequisites: FREN 101 and FREN 102 and consent of instructor.

FREN 401. ADVANCED GRAMMAR AND COMPOSITION (3)

An analytical study of the essential modern French forms of expression. Much emphasis is put on French syntax and its usage. The techniques of the best French writers are examined. Many themes on various topics will be written. Prerequisites: FREN 101, FREN 102, FREN 203, and FREN 204.

FREN 402. APPLIED LINGUISTICS IN ORAL FRENCH (3)

The pronunciation of French vowels, diphthongs, consonants, words, and word groups. Selections of prose and poetry are read to perfect articulation and intonation. Prerequisites: FREN 101, FREN 102, FREN 203, and FREN 204.

FREN 403. ADVANCED FRENCH CONVERSATION (3)

Organized practice in oral French. Intensive study of idiomatic expressions. Oral reports on everyday topics and on selected readings. Laboratory work. Prerequisites: FREN 101, FREN 102, FREN 203, and FREN 204.

FREN 404. FRENCH CIVILIZATION AND CULTURE (3)

The formation of the French nationality examines the geography, architecture, literature, music, science, education, and political administration of France. Prerequisites: FREN 101 and FREN 102.

FREN 419. INDEPENDENT STUDY IN FRENCH (1-3)

GENERAL SCIENCE

GSCI 103. GENERAL PHYSICAL SCIENCE (4)

A survey course designed to explore the major physical phenomena in the natural sciences encompassing a study of motion, energy, electromagnetism, waves (light and sound), and atomic and nuclear physics. The course will meet in three one-hour lectures and one two-hour laboratory session.

GSCI 104. GENERAL PHYSICAL SCIENCE (4)

A survey course in physical science encompassing astronomy, meteorology, and geology. The principles and applications presented are characteristic of introductory courses in those separate areas. Scientific approaches to problem-solving and the interdependency of the areas of science are emphasized. This course will meet in three one-hour lectures and one two-hour laboratory session.

GSCI 300. HISTORY OF SCIENCE (3)

A general survey of the progress of science from earliest times to the present. The main scientific discoveries and theories are considered in their historical perspective.

GSCI 301. GEOLOGY (4)

A combined course in physical and historical geology dealing with the composition, structure, and history of planet Earth. Minerals, rocks, tectonic processes, and physical characteristics of the earth's surface will be emphasized in the physical component. Evolution, fossils, and the changing conditions and organisms throughout geologic time constitute the historical component. Three hours lecture and two hours lab per week.

GSCI 302. GENERAL ASTRONOMY (4)

A descriptive course dealing with the physical nature of the planets and stars as seen through modern astronomy. The history of astronomical observation and development of modern principles along with properties of electromagnetic radiation and gravitation are included in the course. Three hours lecture and two hours lab per week.

GSCI 303. METEOROLOGY (4)

A course dealing with the composition and structure of the atmosphere, the energy which drives it, and the physical processes involved in weather phenomena. The gathering and analysis of pertinent data are emphasized. Weather forecasting and climatology are also considered. Three hours lecture and two hours lab per week.

GSCI 306. INTRODUCTION TO OCEANOGRAPHY (3)

A survey of oceanography at an introductory level, involving the properties of sea water and its movement; the chemistry, physics, and biology of the ocean; bathymetric features and submarine geology; and oceanographic instruments and methods of collecting data.

GSCI 320. SPECIAL STUDIES IN GENERAL SCIENCE (1-3)

The study of special topics in general science of special interest to students and faculty, including those topics which may be the subjects of selected television series or other media presentations.

GSCI 350. NATURAL SCIENCE INTERPRETATION (3)

A study of the general principles of science interpretation for the lay public. Individual preparation of programs in various formats, e.g. nature walk, fire-side talk, museum presentation is expected. Extensive use is made of interpretive centers in the region.

GENERAL STUDIES PHYSICAL EDUCATION (GSPE)

The general studies physical education program is part of the College-wide program of general studies. The GSPE program provides students with instruction and meaningful experiences in exercise, sport, wellness, and other lifestyle recreational activities.

All students are required to complete a minimum of two semester hours of GSPE. These are one-credit courses and most are taught for the full semester. Students who cannot satisfy this requirement due to a disability or other special condition should contact the chairperson of the Division of HPERS.

Instruction in these courses include basic skills, rules, and strategies necessary to achieve a competent level of participation. Time is provided for practice, games, and tournaments.

General Studies Physical Education Activities Courses

- | | |
|----------------------------|-----------------------------------|
| 00. Water Aerobics | 174. Walleyball |
| 01. Swimming | 175. Karate I |
| 02. Springboard Diving | 176. Karate II |
| 03. Fitness Swimming | 177. Self-Defense for Women |
| 04. Aerobics | 178. Wrestling |
| 05. Step Aerobics | 179. Winter-Hiking |
| 06. Jazz Dance | 180. Fencing |
| 07. Beginning Modern Dance | 181. Hiking |
| 08. Intermediate Dance | 182. Backpacking |
| 12. Orienteering | 183. Cycling |
| 19. Adapted Phys. Ed. I | 184. Body Sculpting I |
| 20. Adapted Phys. Ed. II | 185. Body Sculpting II |
| 21. Jazzercise I | 186. Racquetball |
| 22. Jazzercise II | 189. Snow Skiing I |
| 50. Tennis/Badminton | 190. Snow Skiing II |
| 51. Golf | 191. Snow Skiing III |
| 53. Canoeing | 192. Horseback Riding I |
| 54. Archery | 193. Horseback Riding II |
| 55. Jogging | 194. Billiards I |
| 59. Softball | 195. Marching Band |
| 61. Intermediate Tennis | 196. Billiards II |
| 63. Camping | 200. GSPEM I (PE Majors Only) |
| 60. Bowling | 201. GSPEM II (PE Majors Only) |
| 61. Volleyball | 210. Fitness for Life (2 credits) |
| 62. Weight Training | 250. Adult Fitness |

GEOGRAPHY

GEOG 100. WORLD REGIONS (3)

Looks in-depth at the major cultural regions of the world today, early cultural influences, and limitations imposed by the physical environment. Intended for the non-specialist, the course is introduction to college geography. It is especially recommended for students lacking preparation in geography.

GEOG 101. PRINCIPLES OF WORLD GEOGRAPHY (3)

Fundamental course concentrates upon the study of humans in the different physical environments on earth. The rich diversity of human culture is outlined and emphasized. Students with a weak background in geography are strongly encouraged to take GEOG 100 before attempting this course.

GEOG 201. PHYSICAL GEOGRAPHY (3)

Focuses on the Earth's place in the solar system; continental drift theory; global energy-flux patterns; the causes and characteristics of climate, including atmospheric pressure, air and water circulation, air masses, and storms; landforms; biogeography; and climatic-biotic soil-forming processes.

GEOG 301. WORLD ECONOMIC GEOGRAPHY (3)

Involves the systems of livelihood of the industrial nations and of the Third World peasant economies. Forsaking the traditional commodities approach, this course employs the life-systems method. The geographical aspects of world food and population dynamics and of economic systems are investigated.

GEOG 400. GEOGRAPHY OF LATIN AMERICA (3)

Focuses upon pre-colonial Latin America, the colonial impact, and modern Latin America, with a multitude of cultures, environments, and civilizations. The geographical context of current social, economic, and ecological problems will be viewed.

GEOG 401. GEOGRAPHY OF EUROPE (3)

Will explore the continent of Europe and its people, with emphasis upon the rich ethnic diversity of European people and their environment. The effect of environmental changes since the Pleistocene Age upon human patterns of livelihood is examined. Folk ethnographies and information reports will familiarize students with local regions and with topics of individual interest.

GEOG 402. GEOGRAPHY OF ANGLO-AMERICA (3)

A conventional approach to the study of the cultural and physiographic provinces of Canada and the United States. Special topics involved will include agglomeration, development of megalopolises, and matters of inter-regional circulation and interaction.

GEOG 403. GEOGRAPHY OF THE FORMER UNION OF SOVIET SOCIALIST REPUBLICS (3)

A study of the diverse Russian people and their state-planned economy within a geographical context. Concentration will be upon the economic planning regions, agriculture, industry, and transportation development.

GEOG 407. GEOGRAPHY OF ASIA (3)

A survey of Asia, excluding the Soviet Union, the East and South Asian cultures, and the Arab states. The physical environment, cultures, and nations' problems and potential are given balanced emphasis.

GEOG 408. GEOGRAPHY OF AFRICA (3)

A survey of the more than 40 nations of Africa, their environment, cultures, problems, and prospects.

GERMAN

GERM 101. ELEMENTARY GERMAN I (3)

The study of fundamentals of the German language, with emphasis on pattern exercises, questions and answers, readings and retellings of stories and German dialogue; also will stress pronunciation during classes and listening during required laboratory hours to records in German.

GERM 102. ELEMENTARY GERMAN II (3)

A continuation of GERM 101. Independent storytelling in German, also extensive study of regular and irregular verbs, idioms, and readings in German prose. Prerequisite: GERM 101.

GERM 203. INTERMEDIATE GERMAN I (3)

A review of German grammar, verbs, and idioms, stressing pattern exercises in German, and reading and retelling of simple German stories. Prerequisites: GERM 101 and GERM 102.

GERM 204. INTERMEDIATE GERMAN (3)

A continuation of GERM 203. Grammar review and pattern exercises supplemented with translations, readings, and conversations in German. Prerequisites: GERM 101, GERM 102, and GERM 203.

GERM 419. INDEPENDENT STUDY IN GERMAN (1-3)

GRAPHIC DESIGN

SEE ALSO ART AND PHOTOGRAPHY)

GRDS 171. INTRODUCTION TO GRAPHIC DESIGN (3)

The development of the essential skills required to bring together the conceptual and formal elements in order to form effective solutions within the visual problem-solving process.

GRDS 272. TYPOGRAPHY (3)

Type will be investigated in terms of its aesthetic possibilities and as a form of visual communication. Contemporary type structure and its historical influence will be a topic of emphasis.

GRDS 300. ILLUSTRATION I (3)

Experimental approaches in making finished visual images using materials and techniques of the visual communicator are presented with consideration to concept and design development. Prerequisite: 12 hours of graphic design and/or studio art.

GRDS 370. ADVANCED DESIGN (3)

Depth study of the elements and principles of design. Problems, research, and field trips are taken to reinforce understanding. Prerequisites: ART 140 and ART 170.

GRDS 372. COMPUTER APPLICATION IN GRAPHIC DESIGN (3)

Introduction to applied applications of various software packages found on the Macintosh computer. The emphasis will be on the development of the basic skills needed to create electronic design.

GRDS 373. PRE-PRESS PRODUCTION (3)

Conventional methods and microcomputer aided systems in preparing art and copy for reproduction will be presented through applied projects. Prerequisite: GRDS 271 and GRDS 372.

GRDS 375. DESIGN STRATEGIES OF VISUAL COMMUNICATION I (3)

Sequence and series are introduced as graphic design concepts through a variety of projects ranging from multiple pages to multimedia frames. Emphasis is directed toward the visual/verbal relationships in designing effective visual communications. Prerequisites: ART 208 and GRDS 373.

GRDS 376. DESIGN STRATEGIES OF VISUAL COMMUNICATION II (3)

Collaboration with other interdisciplinary areas provides insight into the functions of marketing, copy editing/writing, photography, and other disciplines within the college in development of effective communication strategies. Prerequisite: GRDS 375.

GRDS 470. INTERNSHIP IN GRAPHIC DESIGN (3)

The internship in graphic design is offered as an extension of the classroom in gaining insight into the actual function and operation of the design studio. The purpose of this experience is to allow students an opportunity to experience more realistically the relationship between theory and practice. Note: GRDS 470 Internship in Graphic Design must be taken during the summer semester only. Prerequisite: 12 hours of graphic design and a 3.0 gpa in the concentration of graphic design.

GRDS 471. PRACTICUM IN GRAPHIC DESIGN (3)

To provide an opportunity for graphic design students to experience contractual agreements with the client. Selected and approved projects are acquired both on and off the campus and are presented as finished and/or camera ready art. Prerequisite: 12 hours of graphic design and approval of graphic design coordinator.

GRDS 474. RESEARCH (DESIGN) (1-3)

An upper-division course designed as a culminating experience within the concentration area of design, thereby providing an opportunity to pursue a specific area of design on a meaningful level. Prerequisite: 15 hours of design.

GRDS 475. ILLUSTRATION II (3)

Experimental approaches in making finished visual images using the materials and techniques of the visual communicator are presented with consideration to concept and design development. Prerequisite: GRDS 377.

GRDS 479. PROJECTS WORKSHOP IN GRAPHIC DESIGN (3)

Design philosophies and professional design practices are presented through problems and lectures given by professionals from the design community. In addition, the course will include field trips to printers, design studios, and advertising agencies. Professional career programs will also be considered with an emphasis on the portfolio. Prerequisites: GRDS 373 and ART 208.

GRDS 480. CASE STUDY IN GRAPHIC DESIGN (3)

The functional relationships of identity, information, and persuasion are presented as a series of projects with supplemental components being integrated into the evolving graphic design campaign. Prerequisites: GRDS 376 and GRDS 479.

HEALTH EDUCATION

HLTH 103. PERSONAL HEALTH (3)

A study of modern health problems and their solutions. Mental health and stress, drug use and abuse, fitness and nutrition, human sexuality, cancer, cardiovascular disease, environmental health, and the aging process will be discussed.

HLTH 110. WELLNESS IN THE WORKPLACE* (3)

This introductory course examines the effects of Workplace Health Promotion (WHP) programs including chemical dependency, exercise, heart disease, stress management, smoking cessation, nutrition and cancer screening on absenteeism, worker productivity and peak performance, worker satisfaction and morale, worker injury and illness, and employer costs. *Pending final approval.

HLTH 200. HEALTH AND WELLNESS (3)

Examination of activities that help individuals recognize components of lifestyles detrimental to good health, and development of principles and programs to improve quality of life.

HLTH 225. FIRST AID/CPR (3)

Provides training to enable laypersons to respond appropriately to emergency situations and teaches skills needed to manage emergency situations until professional personnel arrive. Students will learn to recognize emergencies, make first aid decisions, and provide care with little or no first aid supplies or equipment.

HLTH 300. SUBSTANCE USE AND ABUSE (3)

This course analyzes the psychological, sociological, and pharmacological aspects of drug use, misuse, and abuse. Prerequisite: HLTH 103.

HLTH 301. HEALTH AND SAFETY IN THE ELEMENTARY SCHOOL (3)

Prepares elementary education majors to teach health and safety in an elementary school. Students will study the teacher's role, nature of children in grades K-8, planning and demonstration of teaching methods.

HLTH 360. SCHOOL HEALTH PROBLEMS (3)

Enables students to recognize health problems in the home, community, and school. Strategies to help students deal with and resolve health problems are stressed. Prerequisites: HLTH 103 and at least junior class standing.

HLTH 370. COMMUNITY HEALTH EDUCATION (4)

For individuals who plan to take an active role in community health-related areas of education. Emphasis on health care, environment, health legislation, insurance, and federal, state and local health agencies. Prerequisite: HLTH 103.

HLTH 390. EXERCISE PRESCRIPTION (3)

Provides basic skills and knowledge necessary in assessment of an individual's health status and teaches students to prescribe fitness programs for lifestyle enhancement. Permission of instructor.

HISTORY**HIST 101. HISTORY OF CIVILIZATION: ANCIENT WORLD THROUGH MEDIEVAL PERIOD (3)**

Survey of ancient and medieval civilization beginning with prehistoric humans, continuing with study of the ancient Near East, classical Greece, the Roman Republic and Empire, and the Middle Ages with some attention to concurrent developments in the non-Western world. Emphasis is placed on their basic similarities and differences in government, religion, economics, social, cultural, and intellectual (including philosophical) development.

HIST 102. HISTORY OF CIVILIZATION: RENAISSANCE AND REFORMATION THROUGH FRENCH REVOLUTION (3)

Survey of the Early Modern period and the Enlightenment, including the Enlightened Despots, that culminates in the French Revolution. Emphasis is given to the major changes in government, economics, art, learning, literature, intellectual movements, science, and the Age of Discovery.

HIST 103. HISTORY OF CIVILIZATION: FRENCH REVOLUTION AND THE CONGRESS OF VIENNA TO THE PRESENT (3)

Survey of the French Revolution and its aftermath, of liberalism, nationalism, industrialization, materialism, and imperialism. The student will investigate 20th-century wars, international organizations, and the Third World.

HIST 201. HISTORY OF THE UNITED STATES TO 1865 (3)

Survey course examines the basic political, economic, and social forces in the formation and development of the American nation from the Colonial Period through the Civil War.

HIST 202. HISTORY OF THE UNITED STATES, 1865 TO PRESENT (3)

Course surveys the basic political, economic, and social forces in the rise of the republic from sectional conflict to a major international role. Moving from Reconstruction to the recent decade it covers the evolution of the nation from an agrarian to an industrial society.

HIST 300. HISTORIC PRESERVATION AND INTERPRETATION (3)

Course will familiarize the student with the historic preservation policies and procedures of local, state, and national governments and of the outstanding private efforts in the field. A study of the general principles and methods of interpretation of historic phenomena to the general public will be involved. Extensive out-of-classroom use will be made of the historical resources in the local area for interpretive practice and preservation examples. Prerequisite: HIST 201/202 or consent.

HIST 302. AMERICAN COLONIAL HISTORY AND REVOLUTIONARY EXPERIENCE (3)

Course will examine the motivations and background of European exploration and settlement; the political, social, and intellectual development of the English colonies in America; the imperial policy and reaction; the ideological and legal basis of revolution; and the American Revolution and its result.

HIST 303. THE EARLY REPUBLIC, 1781-1850 (3)

Emphasis will be on the growth and development of the American Republic in the Confederation Period, the early National Era, the so-called Era of Good Feelings, and the Jacksonian Era.

HIST 304. THE AMERICAN CIVIL WAR AND RECONSTRUCTION (3)

A study of the events leading up to the Civil War, the war itself, and the immediate aftermath. The emphasis in the course is placed on the period between 1860 and 1865. Prerequisite: HIST 201 or its equivalent.

HIST 305. HISTORY OF THE LOWER SHENANDOAH VALLEY (3)

This regional course investigates historical development within the national context. It examines geographical features; early explorations and settlement; the colonial influences in migration, politics, and economy; ante-bellum matters such as slavery, transportation, and cultural manifestations; the American Civil War; Reconstruction, the farmer's revolt, and industrialization; the limestone and orchard industry; and the 20th-century impact. Some attention is devoted to regional literature as it reflects historical character and biography of major personalities.

HIST 309. WEST VIRGINIA AND THE APPALACHIAN REGION (3)

Emphasis upon the development of western Virginia and the state of West Virginia. This course will examine the general geographical, political, and economic aspects of the southern Appalachian region. The impact upon the Mountain State of the patterns of settlement, the heritage of sectional conflict, the statehood movement, legal and political developments accompanying the assimilation of the area into the national economy, and national events will be considered. The student will study the current problems of the area and contemporary Appalachian society.

HIST 310. THE GILDED AGE AND PROGRESSIVE ERA (3)

Course will encompass the domestic development of modern America from the end of Reconstruction through the New Freedom program of Woodrow Wilson.

HIST 311. ECONOMIC HISTORY OF THE UNITED STATES (3)

This survey course traces the historical development of the American economy from the Colonial Period to the 20th century. Based on the broad social, cultural, and legal context of economic growth, it devotes attention to the major historiographical debates about various phases of United States economic history.

HIST 312. AMERICAN HISTORY IN AN ERA OF CRISES, 1917-1945 (3)

A survey of important social, cultural, economic, and political trends and events in the United States from World War I to the end of World War II.

HIST 314. RECENT UNITED STATES HISTORY, 1945 TO PRESENT (3)

A survey of important social, cultural, economic, and political trends and events in the United States since the end of World War II.

HIST 329. THE RENAISSANCE AND REFORMATION (3)

A study of Renaissance politics, literary and intellectual contributions, and the conditions of social and religious unrest which led to the successes and failures of the Reformation.

HIST 330. HISTORY OF EARLY CHRISTIANITY (3)

A history of early Christianity with a strong emphasis on its Judaic and Greek roots. Stress will be placed on geographical spread, significant persons, philosophies, governments, and theological concerns (also listed as RELG 330).

HIST 331. ANCIENT CIVILIZATION (3)

The process by which civilizations develop and the application of this process to the ancient civilizations of the Mediterranean with special emphasis on the Hebrew and the classical civilizations of Greece and Rome. Prerequisite: HIST 101 or its equivalent.

HIST 332. MEDIEVAL HISTORY (3)

Concerns the development of Western traditions during this formative period of history from the fall of Rome to the Renaissance. Emphasis is placed on the development of the Christian Church and philosophy, the barbarian invasions, the crusade, and the formative beginnings of nation-states. Prerequisite: HIST 101 or its equivalent.

HIST 333. MODERN EUROPEAN HISTORY (3)

The political, economic, and intellectual achievements and failures of Europe from the time of the French Revolution to the coming of World War I, including the impact of European contact with the non-European world. Prerequisite: HIST 102 or its equivalent.

HIST 402. DIPLOMATIC HISTORY OF THE UNITED STATES (3)

A survey of the development of the foreign policy of the United States from Colonial times to the present.

HIST 404. THE CONTEMPORARY WORLD SINCE 1929 (3)

Concerns political and intellectual events since the Great Depression and their impact on the contemporary scene.

HIST 405. INTRODUCTION TO AFRO-AMERICAN HISTORY (3)

An examination of the African and West Indian background of slave trade; the institution of slavery in ante-bellum United States; the effects of Civil War and Reconstruction; the pursuit of self-help and democracy and repression; and the black renaissance and revolution. Attention will be devoted to historical development of the Negro in American cultures other than the United States. Prerequisites: HIST 201 or 202 or their equivalent.

HIST 407. HISTORY OF ENGLAND TO 1603 (3)

A survey of British civilization from the Roman Conquest through the Tudor Age with emphasis on political, economic, social, and cultural developments.

HIST 408. HISTORY OF ENGLAND SINCE 1603 (3)

A survey of British civilization from the Stuarts to the present, continuing the political, economic, social, and cultural developments. Emphasis will be placed on Britain's emerging role in world affairs.

HIST 410. HISTORY OF RUSSIA TO 1855 (3)

A survey of medieval and early imperial Russia with special emphasis on political, social, economic, and cultural developments.

HIST 411. LATIN AMERICAN HISTORY (3)

The colonial period, the independence movement, rise of national states, national and international developments to the present.

HIST 412. HISTORY OF RUSSIA SINCE 1855 (3)

A survey of late imperial and Soviet Russian history with special emphasis on political, social, economic, and cultural developments.

HIST 413. TECHNIQUES OF RESEARCH (3)

An opportunity for independent study and preparation for graduate work. Included are methodology, historiography, and extensive work with source materials. This course is recommended for both history and political science majors. By permission of the instructor.

HIST 414. HISTORY OF THE BYZANTINE EMPIRE AND MEDIEVAL ISLAM I (3)

A study of the political, religious, and cultural institutions of the Byzantine Empire from Constantine the Great to the end of the Macedonian epoch in 1081, and of the foundations of Islam and the development of its empire to 1055.

HIST 415. HISTORY OF THE BYZANTINE EMPIRE AND MEDIEVAL ISLAM II (3)

A study of the political, religious, and cultural institutions of the Byzantine Empire, 1081-1453 (from the Comneni emperors to the fall of Constantinople), and of the Persian, Seljuk, and Ottoman Turkish states.

HIST 420. HISTORY OF THE FAR EAST (3)

Historical interpretation of the role of Eastern Asia with attention to the rise of Japanese and Chinese nationalism, Western imperialism, the World Wars, and the post-war era.

HIST 425, HIST 426. READINGS IN AMERICAN AND WESTERN HEMISPHERIC HISTORY (3 EACH)

Course will be devoted to the extensive reading of standard and classic monographs, biographies, or articles on selected American or Western Hemispheric topics. The specific topics and presiding professor will be announced prior to registration periods.

HIST 427, HIST 428. READINGS IN EUROPEAN AND WORLD HISTORY (3 EACH)

Devoted to the extensive reading of standard and classic monographs, biographies, or articles on selected European and World topics. The specific topics and presiding professor will be announced prior to registration periods.

HOME ECONOMICS

HMEC 101. TEXTILES (3)

A study of textile fibers, yarns, and construction techniques as a basis for selecting fabrics for clothing and the home.

HMEC 102. CLOTHING (3)

A course designed to develop visual identity, to apply the principles and elements of design to enhance physical assets, and to make clothing purchase decisions using available consumer information. Basic clothing construction skills are applied to projects suitable for the student's needs.

HMEC 201. INTRODUCTORY FOODS (3)

A study of basic foods used for everyday consumption. Principles of selection and preparation are emphasized.

HMEC 202. FOOD AND MEAL MANAGEMENT (3)

A course in planning, preparing, and serving nutritionally adequate meals. Prerequisite: HMEC 201 or consent of instructor.

HMEC 210. FASHION COMMUNICATION (3)

A course designed to provide proficiency in fashion direction, coordination, and presentation of fashion to the public through verbal, written, and visual means.

HMEC 215. FASHION ANALYSIS (3)

A study of fashion concepts and an exploration of identified fashion variables as they relate to the fashion industry.

HMEC 300. MARRIAGE RELATIONS (3)

The process of marital adjustment, including the problems of dating, courtship, engagement, marriage, pregnancy, and aging.

HMEC 301. ADVANCED CLOTHING (3)

Modern and advanced techniques of clothing construction. Prerequisite: HMEC 102 or consent of instructor.

HMEC 304. CHILD DEVELOPMENT (3)

A study of the physical, emotional, social, and intellectual development of the individual from the prenatal period through the preschool years. A two-hour laboratory experience in the College nursery school is required.

HMEC 305. HOME EQUIPMENT (2)

A study of the selection, operation, care, and use of home appliances, with special emphasis on energy consumption.

HMEC 306. INTERIOR DESIGN (3)

The use of basic art principles in creating beauty, expressiveness, and functionalism in interior environments.

HMEC 307. RESOURCE MANAGEMENT (3)

A study of the application of the principles of management to human and non-human resources in developing values and achieving individual and/or family goals.

HMEC 308. HOUSING (3)

A course designed to help individuals plan for housing needs at all stages of the life cycle and at a variety of socio-economic levels.

HMEC 315. CULTURAL INFLUENCES ON CLOTHING (3)

An integrated approach to the study of the diverse meanings, symbolism, and significance which people attach to clothing and appearance.

HMEC 318. NUTRITION (3)

A study of the functions, sources, and requirements of nutrients. Emphasis is placed on meeting the nutritional needs of individuals of all ages in a variety of situations.

HMEC 403. CONSUMER ECONOMICS (3)

A study of the opportunities and responsibilities of the consumer in choosing goods and services for use in promoting individual and/or family goals. Emphasis is placed on financial planning throughout the life span.

HMEC 410. SPECIAL STUDIES (1-4)

Opportunity is provided for students to do individual library or laboratory work on special problems in home economics not included in present courses. Approval of instructor and advisor.

HMEC 430. SEMINAR (2)

Survey of recent research in the field of home economics and selection of a problem for experimentation and evaluation. Senior standing.

HMEC 450. SERVICE INDUSTRY EXTERNSHIP (FASHION MERCHANDISING) (3)

Application of theoretical concepts to practical experience in retail stores. Class meetings combined with a minimum of 200 hours of work experience are required.

HOTEL-MOTEL AND RESTAURANT MANAGEMENT

HMRM 207. SURVEY OF FOOD SERVICES (3)

Organization and basic operation of various types of quality food services including fundamentals of preparation and meal planning, food production, and service standards and techniques. Practice in evaluating food service installations.

HMRM 303. LODGING MANAGEMENT (3)

A study of operations within the lodging industry covering all departments involved in front office management.

HMRM 309. FOOD PRODUCTION SYSTEMS (3)

Recognition and achievement of quality in development of systematic relationships between items, time, labor, equipment, and costs in quantity food production. Quality procurement policies for food, beverages, and related items.

HMRM 490. SERVICE INDUSTRY EXTERNSHIP (FOODS) (3)

To apply theoretical concepts gained in the classroom, each student will be assigned to a restaurant for a minimum of 200 hours of supervisory or managerial experience. A number of class seminars will be held during the semester at which time each student will be required to present reports on the knowledge gleaned from these experiences. Prerequisite: Senior standing or permission.

HMRM 492. SERVICE INDUSTRY EXTERNSHIP (HOTEL AND MOTEL) (3)

To apply theoretical concepts gained in the classroom, each student will be assigned to a hotel/motel complex for a minimum of 200 hours of supervisory or managerial experience. A number of class seminars will be held during the semester at which time each student will be required to present reports on the knowledge gleaned from these experiences. Prerequisite: Senior standing or permission.

HMRM 493. SEMINAR IN HOTEL, MOTEL AND RESTAURANT MANAGEMENT (3)

A two module course consisting of accounting for hotel, motel, restaurant operations, and computer applications.

LIBRARY SCIENCE (SCHOOL LIBRARY-MEDIA)

LBSC 100. INFORMATION RESEARCH METHODS (1)

A practical introductory course designed to familiarize the student with resources, methods, and procedures common to libraries and other resource centers. Open to all students.

LBSC 302. LIBRARY MATERIALS FOR CHILDREN (3)

A survey of the development of children's literature with emphasis on modern books and nonprint materials. Evaluation of the standards and aids for selection of books and other materials for the elementary school library. Investigation of children's reading interests, levels, and needs, and of programs geared to these needs such as storytelling, book talks, etc. Students who are planning to become elementary school librarians are advised to take ENGL 202 Backgrounds of Literature.

LBSC 303. LIBRARY MATERIALS FOR ADOLESCENTS (3)

A survey of books and non-print materials suitable for the young adults in junior and senior high school, with emphasis on current interests and materials. Study of the standards and the basic aids for selection, as well as practice in techniques of reading guidance and promotional programs, such as book talks, booklists, etc.

LBSC 306. REFERENCE AND BIBLIOGRAPHY (3)

An introductory study of standard reference books and reference theory. Practice in selection, evaluation, and use of reference books applicable to school libraries.

LBSC 310. INSTRUCTIONAL MEDIA (3)

Principles and practices in the selection, organization, and use of non-book materials, including audio-visual materials and computers.

LBSC 316. CATALOGING AND CLASSIFICATION (3)

An elementary course in classifying materials according to Dewey Decimal system. Practical experience in classifying, cataloging, and filing. Problems peculiar to the school librarian will be discussed. Typing skill is useful.

LBSC 318. LIBRARY PRACTICE (3)

One hundred hours of practice work is required in a school or public library. This course is to be taken upon completion of all other library science courses. The student must plan for his or her own transportation to the practice libraries in the area.

LBSC 327. SCHOOL LIBRARY ORGANIZATION AND ADMINISTRATION (3)

A survey of the philosophy, programs, procedures, and problems in the administration of a school library, which includes planning, organization, and maintenance of materials and quarters; personnel supervision; and cooperative relations with school members.

MATHEMATICS**MATH 105. ALGEBRA (3)**

Topics in college algebra including properties of the real numbers; radicals and rational exponents; operations on polynomials and rational expressions; solution of linear and quadratic equations and inequalities; functions, including graphs and composite functions; properties of linear functions; systems of linear equations and inequalities; logarithmic and exponential functions; introduction to matrices. This course does not fulfill the general studies requirement in mathematics. Prerequisite: CFN 090 or satisfactory placement score.

MATH 106. TRIGONOMETRY (2)

Study of the trigonometric ratios, their properties as functions, and the standard identities. Applications include the solution of plane triangles and a discussion of periodic motion. Prerequisite: MATH 105.

MATH 108. PRECALCULUS (3)

Topics in algebra which will prepare students for the study of calculus, including complex numbers, graphs of non-linear functions and relations, conic sections, theory of equations, graphical and algebraic solutions of non-linear equations, solutions of exponential and logarithmic equations, sequences, series, and summations, binomial expansion, mathematical induction, determinants, and introduction to analytic geometry. Prerequisite: MATH 105 or satisfactory placement score.

MATH 111. MATHEMATICS OF FINANCE (3)

This course examines principles of interest and discount, annuities and insurance, amortization, bonds and similar topics. This course does not fulfill the general studies requirement in mathematics.

MATH 117. PERSONAL COMPUTERS (1)

The course provides an introduction to the microcomputer and to the most frequently used applications software. Beginning with a brief survey of the history of computing and of the major components of a microcomputer system, the course gives hands-on instruction in word processing, electronic spreadsheets, and data base management. The important features of a disk operating system are utilized. A few simple BASIC programs are demonstrated.

MATH 154. FINITE MATHEMATICS (3)

Mathematical models for the analysis of decision-making problems are examined. Topics include the echelon method for solving linear equations, matrix manipulations, optimization by linear programming including the simplex method, risk decisions using probability, expected value, and statistics. Additional topics may be chosen from network models or game theory. Prerequisite: ACFN 090 or MATH 105 or satisfactory placement score.

MATH 200. COLLEGE GEOMETRY (2)

The course offers a survey of classical Euclidean geometry with reference to non-Euclidean geometry. Both informal and formal geometry are introduced emphasizing the use of algebra. Constructions and curve tracing are integrated throughout various topics. Deductive logic and use of truth tables are examined in applied situations. Prerequisite: MATH 108 and one year of high school geometry or consent of the instructor. Required for all mathematics teaching programs.

MATH 205. CALCULUS WITH APPLICATIONS (4)

Topics in differential and integral calculus, with stress on their applications in business, biology, social, and behavioral sciences. Prerequisite: MATH 105 or MATH 154 or consent of the instructor.

MATH 207. CALCULUS I (4)

Fundamental concepts of calculus, using analytic geometry. After preliminaries about the real number system, intervals, and functions, properties of limits are carefully stated. These are used to develop standard differentiation formulas. Applications of the derivative (as a rate of change) are stressed in a wide variety of problems. Introduction to integration via anti-differentiation and area and the fundamental theorem. Applications of the integral (volumes, arc length, surface area, etc.). Prerequisite: MATH 108; prerequisite or corequisite: MATH 106 or satisfactory placement score.

MATH 208. CALCULUS II (4)

Continuation of MATH 207. Calculus of exponential, logarithmic, and trigonometric functions, techniques of integration. Review of conic sections in standard form and in rotation. Polar coordinates, l'Hôpital's rule, improper integrals, infinite series, and Taylor series. Prerequisite: MATH 207.

MATH 215. INTRODUCTION TO MATHEMATICS (3)

A systematic approach to organized reasoning by study of the rudiments of logic. Study of the structure of various mathematical systems and operations defined on these systems. An analysis and discussion of the uses of such systems. The counting techniques of permutations and combinations may be considered. Prerequisite: ACFN 030 or satisfactory placement score.

MATH 217. COMPUTERS—BASIC (2)

Development of algorithms from raw idea to flow-chart or pseudo-code and finally into BASIC programs will be done in class. Includes introduction to necessary hardware. Students will have considerable hands-on experience with entering and running computer programs they have helped to create. College graduation credit will not be given for both this course and CPIS 214.

MATH 254. DISCRETE MATHEMATICS (3)

Topics from modern mathematics with particular emphasis on those with applications to computer science. Logic, sets, number systems and number theory, enumeration, graphs and trees, matrices, finite algebraic systems, and analysis of algorithms are examined. Prerequisite: MATH 108 or MATH 154.

MATH 280. SYMBOLIC LOGIC (2)

Classical introduction to Aristotelian logic using truth tables or Venn diagrams. Application to Boolean arithmetic and algebra. Positive and negative logic as in gate structures for digital circuits. Prerequisite: MATH 105, MATH 154, or MATH 215.

MATH 290, 291. PRACTICUM IN MATHEMATICS TEACHING (1 EACH)

Practical experience in teaching mathematics will be provided in a tutorial setting, under the guidance and supervision of a faculty member. Two or three hours of student-tutor interaction will be arranged each week. Prerequisite: MATH 207.

MATH 300. MATHEMATICS FOR ELEMENTARY TEACHERS (3)

An in-depth study of the elementary curriculum content examining methods, problems, and techniques involved in mathematics instruction. Prerequisite: MATH 215.

MATH 307. INTRODUCTION TO LINEAR ALGEBRA (3)

The course begins with a study of linear systems, using matrices and determinants to solve them. Vector spaces are treated axiomatically and discussed geometrically. Linear transformation of vector spaces and their matrix representations are considered. Finally eigenvectors and eigenvalues are considered with applications. Prerequisites: MATH 154 or MATH 254, and MATH 207 or MATH 205.

MATH 309. CALCULUS III (4)

Continuation of MATH 208. Vectors in the plane and in space, parametric equations, solid analytic geometry. Calculus of functions of several variables including partial derivatives, multiple integrals, and their applications. Prerequisite: MATH 208.

MATH 312. INTRODUCTION TO ABSTRACT ALGEBRA (3)

Introduction to algebraic structures such as groups, rings, and fields. Formal development of their properties, complemented by examples and applications. Prerequisites: MATH 208 and MATH 254.

MATH 314. STATISTICS (3)

This course, for those needing knowledge of statistical methods and the interpretation of statistical data, examines frequency distributions, measures of central tendency and dispersion; hypothesis testing using z , t , and chi-square tests; and correlation. Both discrete and continuous data are presented emphasizing a wide selection of applied problems. Students may not receive credit for both this course and BMGT 224. Prerequisite: ACEN 090 or MATH 105. Recommended additional preparation: MATH 154 or MATH 108.

MATH 317. COMPUTER PROGRAMMING PASCAL (3)

Introduction to the PASCAL language, and to its use in obtaining numerical solutions to mathematical problems and in other applications. Emphasis is on good program design. Includes structure types of records and arrays, system use techniques including text editing and use of peripheral devices. Prerequisite: Knowledge of a programming language; recommended additional preparation: MATH 254.

MATH 318. NUMERICAL ANALYSIS (3)

A study of numerical methods applied to such problems as the solutions of equations, interpolation, differentiation, integration, and solution of differential equations. Emphasis on obtaining solutions with computer programs. Prerequisites: MATH 317, and MATH 207 or MATH 205. Recommended additional preparation: MATH 208.

MATH 321. PROBABILITY AND STATISTICS (3)

Topics include axioms for probability; random variables, discrete and continuous probability distributions; expected value; functions of random variables; covariance; conditional probability; independence; confidence intervals; tests of hypotheses: normal, t, signed-rank, chi-square tests; linear regression and correlation. Prerequisite: MATH 207 or MATH 205. Recommended additional preparation MATH 208.

MATH 328. DATA STRUCTURES AND ALGORITHMS (3)

A study of the data structures used in computer science. Topics include arrays, sets, lists, stacks, queues, trees, graphs, and algorithms used for their implementation; algorithms for searching, sorting, hashing, and memory management; comparison and analysis of algorithms in terms of time and space efficiency. Prerequisites: MATH 317, and MATH 207 or MATH 254, or permission of instructor.

MATH 338. MACHINE ARCHITECTURE (3)

Examining the internal structures and functions of the computer. Topics include data representation, memory organization, operation of machine language instructions, and control of input/output. Prerequisite: MATH 328.

MATH 392. COOPERATIVE EDUCATION IN MATHEMATICS (3-9)

Cooperative Education is a form of education which integrates classroom study with paid, planned and supervised work experiences in the public and private sectors. Cooperative education allows students to acquire essential, practical skills by being exposed to the reality of the work world beyond the boundaries of campus, enhancing their self-confidence and career direction. Co-ops may extend beyond the semester and may be paid positions. A co-op must have an academic component. A cooperative education agreement is signed by the employer supervisor, the faculty supervisor, and the student. The co-op may be repeated for credit, but not in the same term; the topic must be different. Prerequisite: Sophomore standing; minimum 2.5 overall gpa; approval of Mathematics and Engineering Department; placement by Career Center.

MATH 401. DIFFERENTIAL EQUATIONS (3)

Methods of solving differential equations and their application in the physical and biological sciences. Prerequisite: MATH 208.

MATH 404. NUMBER THEORY (3)

An introductory course in number theory with emphasis on the classical theorems and problems. Prerequisite: MATH 307 or MATH 312.

MATH 405. TOPICS IN MODERN MATHEMATICS (3)

A course designed to acquaint the advanced student with certain topics outside the traditional curriculum in mathematics. Prerequisite: Consent of instructor.

MATH 409. INTRODUCTION TO COMPLEX VARIABLES (3)

The course begins with the arithmetic of complex numbers, including powers, roots, and polar representation, with special emphasis on the geometric view. Several function classes are studied in the setting of the complex plane, especially linear, linear fractional, exponential, logarithmic, and trigonometric. Includes basic notions from calculus, particularly limits, continuity, and the derivative, are reexamined in the complex setting. Special attention is given to the properties of analytic functions, harmonic functions, and the Cauchy-Riemann equations. Applications are considered in areas such as steady state temperature patterns and electrostatic potentials. The latter part of the course deals with contour integration techniques, power series representation, and the classic theorems on analytic functions of a complex variable. Prerequisite: MATH 309 or permission of instructor.

MATH 410. ADVANCED CALCULUS (3)

A thorough examination of the fundamentals of elementary calculus and its extensions, with emphasis on interrelation with other areas of mathematics, and upon various applications. Prerequisites: MATH 309; MATH 307 or MATH 312.

MATH 413. QUANTITATIVE METHODS (3)

See BMGT 413 in Business Management course listing.

MATH 414. HISTORY OF MATHEMATICS (3)

The course will include highlights in the development of mathematics from earliest civilizations to contemporary times. Contributions of the ancient Greeks to be considered include Zero's paradoxes and Archimedes' method for computing areas. More recent topics include Cantor's transfinite numbers and non-Euclidean geometry. Some mathematical maturity is required to appreciate the development, at least since 1700. Prerequisite: MATH 208.

MATH 415. INTRODUCTION TO TOPOLOGY (3)

Study of the properties of regions unaffected by continuous mappings. Includes consideration of open and closed sets, interior and boundary of a set, and neighborhood systems; motivation for concrete applications of the idea of a topological space and its separation properties. Other topics may include various applications of the notions of convergence and compactness. Prerequisites: MATH 207; MATH 307 or MATH 312.

MATH 424. FOUNDATIONS OF GEOMETRY (3)

A careful axiomatic development of certain parts of elementary Euclidean and non-Euclidean geometry. The examination of the axiomatic method as an important pattern of thought. Prerequisite: MATH 207 or MATH 254.

MATH 425. PROJECTIVE GEOMETRY (3)

Homogenous coordinates, higher dimensional spaces, conics, linear transformations and quadric surfaces, and similar topics are examined. Prerequisites: MATH 200 or MATH 424; MATH 307 or MATH 312.

MATH 428. AUTOMATA THEORY (3)

Topics include abstract models of computation, including formal grammars, finite-state automata, pushdown automata, Turing machines; decidable and undecidable problems; nondeterministic automata and the classes P and NP. Prerequisite: MATH 328.

MATH 430. INDEPENDENT STUDY (1-3)

Under certain conditions, advanced students may be admitted to independent study in mathematics. See detailed requirements elsewhere in the *Catalog*.

MATH 438. TOPICS IN COMPUTER SCIENCE (3)

Selected topics include operating systems, compiler design, data base theory, concurrent processing, programming languages. Prerequisite: MATH 317.

MUSIC

MUSC 100. MUSIC AS AN ART AND SCIENCE (2)

This is the basic music theory course required of all elementary education majors. Reading, writing, and playing music are the basic activities. Rhythmic notation, scales, triads, seventh chords, non-harmonic tones, and modulation are presented through programmed instruction and lecture. Individual projects in writing and performing music are required.

MUSC 101. HARMONY/COUNTERPOINT I (3)

This four-semester sequence of courses (MUSC 101, 102, 301, 302) is designed to provide the student with a fundamental grounding in the theoretical, analytical, and stylistic aspects of Western music. The focus of the course is upon the acquisition of skills in the notation, analysis, and construction of traditional music as it has developed since 1600. Prerequisite: basic piano skills or concurrent enrollment in MUSC 135.

MUSC 102. HARMONY/COUNTERPOINT II (3)

See MUSC 101. Prerequisite: MUSC 101.

MUSC 103. EAR-TRAINING/CONDUCTING I (1)

This course is designed to develop the aural perception skills of the music student in the identification and performance of intervals, chords, rhythms, and harmonic sequences. Basic conducting techniques are included as an integral part of the rhythmic skills development. Prerequisite: major and minors.

MUSC 104. EAR-TRAINING/CONDUCTING II (1)

This course is designed to continue the development of elements described in MUSC 103. Prerequisite: MUSC 103.

MUSC 107. KEYBOARD AND FRETTED INSTRUMENT HARMONY (2)

A course designed to develop the student's awareness of harmonic suitability. Essentially a two track course with stress being given to melodic, harmonic, and rhythmic notational devices as well as to the selection of appropriate harmonies to given melodies at the keyboard or on a fretted instrument. Also included is vocal performance of printed music while playing appropriate harmonies.

MUSC 111. MUSIC APPRECIATION (2)

A general studies requirement, this course provides training and experiences which will enable the student to acquire an historical-social-aesthetic perspective, to comprehend musical concepts, to discriminate quality levels, to select satisfying and stimulating musical experiences, and to empathize with the creators and performers of music.

MUSC 135. INTRODUCTORY CLASS PIANO I (1)

Designed for students with little or no background in music or piano playing. Topics include basic playing techniques, harmonization of melodies, transposition, and scales. Ensemble performance is emphasized.

MUSC 136. CLASS PIANO II (1)

Continuation of MUSC 135. Students will perform major and minor scales and arpeggios. Public ensemble performance is expected. Music majors whose curricula require passing the piano proficiency examination will be prepared to do so upon successful completion of this course.

MUSC 137. VOICE CLASS (1)

Designed for the beginning student of voice. Voice placement, breathing, tone, diction, phrasing, and other vocal skills are stressed through use of correlated group vocalization and song literature. Permission of the instructor.

MUSC 139. INTRODUCTION TO GUITAR (2)

A purely introductory course, this course will provide the student with techniques of tuning, maintenance, and care of the instrument as well as fundamental strumming, picking, and bar-chording techniques. Basic chord patterns and melodic devices are also included.

MUSC 140. BASIC GUITAR (2)

Designed for the student who possesses some knowledge but limited skills related to the guitar, this course will develop skills in chording, melodic picking, strumming moderately intricate rhythms, transposition with and without the use of the capo, and some limited music and chart reading. Permission of instructor or MUSC 139.

MUSC 207. BASIC IMPROVISATION (2)

Designed to cover the fundamental aspects of improvising against non-changing and simple chordal structures. Appropriate scales, triads, and melodic sequencing are presented together with the development of the self-confidence necessary to self-expression. This course may be repeated with credit.

MUSC 226. ELEMENTARY MUSIC MATERIALS AND PROCEDURES (3)

Course is required of all elementary education majors and is a study of the music program of the elementary schools. Music and teaching methods are presented for the areas of singing, listening, rhythmic responses, use of recordings, melody instruments, tuned and non-tuned rhythm instruments, and for creative experiences.

MUSC 230. WOODWINDS TECHNIQUES I (1)

These courses (MUSC 230, 231) are designed for music majors to acquaint them with the pedagogical principles of woodwind performance. The student performs on the woodwind instruments during the two semester sequence, with emphasis upon the four basic members of the family (clarinet, flute, oboe, bassoon). The method of organization involves two tracks: the development of the manipulative skills and the study of teaching techniques associated with instrumental music as related uniquely to the woodwinds. Public ensemble performance is expected. Prerequisite: Music major.

MUSC 231. WOODWIND TECHNIQUES II (1)

See MUSC 230. Prerequisite: MUSC 230 or permission of instructor.

MUSC 232. BRASS TECHNIQUES (1)

Designed for music majors to acquaint them with the pedagogical principles of brass performance. The student performs on all the brass instruments during the semester. The method of organization involves two tracks: the development of the manipulative skills and the study of teaching techniques associated with instrumental music as related uniquely to the brasses. Public ensemble performance is expected. Prerequisite: Music major.

MUSC 233. STRING TECHNIQUES (2)

Designed for music majors to acquaint them with the pedagogical principles of strings' performance. The student performs on all of the stringed instruments during the semester. The method of organization involves two tracks: the development of the manipulative skills and the study of teaching techniques associated with instrumental music as related uniquely to strings. Public ensemble performance is expected. Prerequisite: Music major.

MUSC 234. PERCUSSION TECHNIQUES (2)

Designed for music majors to acquaint them with the pedagogical principles of percussion performance. The student performs on all percussion instruments during the semester. The method of organization involves two tracks: the development of the manipulative skills and the study of teaching techniques associated with instrumental music as related uniquely to percussion. Public ensemble performance is expected. Prerequisite: Music major.

MUSC 299. SPECIAL STUDIES IN MUSIC (1-4)

Topics for special studies will be created as needed by the Music Department. This course may be repeated without limit with different topics.

MUSC 300. WORKSHOP IN FOREIGN CULTURES (1-6)

An exposure to the artistic heritage of foreign countries is provided through a supervised study to which also involves directed field study and an integrated series of pre-tour and post-tour lectures. Prerequisite: Permission of the instructor. One to six hours, depending on the length and academic content of the tour. Further details may be obtained from the department chair.

MUSC 301. ADVANCED HARMONY/COUNTERPOINT III (3)

This is a continuation of the four-semester sequence of courses (MUSC 301, 102, 301, 302) which is designed to provide the student with a fundamental grounding in the theoretical, analytical, and stylistic aspects of Western music. The focus of the course is upon the acquisition of skills in notation, analysis, and construction of traditional music as it has developed since 1600. Prerequisite: MUSC 102.

MUSC 302. ADVANCED HARMONY/COUNTERPOINT IV (3)

See MUSC 301. Prerequisite: MUSC 301.

MUSC 303. EAR-TRAINING/CONDUCTING III (1)

Continuation of MUSC 104. Prerequisite: MUSC 104.

MUSC 304. EAR-TRAINING/CONDUCTING IV (1)

Continuation of MUSC 303. Prerequisite: MUSC 303.

MUSC 305. FORMS AND ANALYSIS (3)

The analysis of the structural forms of music from the simple phrase and period through the simple movement forms of both instrumental and vocal media forms the basis of this course. The approach utilizes analysis of existing music and the composition of representative examples. A survey of movement forms and larger musical structures is included. Prerequisites: MUSC 302, 304.

MUSC 306. ELECTRONIC MUSIC MEDIA (2)

This course will focus upon the practical applications for arranging, composition, and substitution of electronic supplementation available to the contemporary musician through the use of various electronic media, synthesizers, M.I.D.I. and computer software. Two hours lecture, one hour lab. Prerequisite: MUSC 305.

MUSC 307. ADVANCED IMPROVISATION (2)

Course is intended as a continuation of MUSC 207 with increased emphasis upon the development of a personal style as well as upon more complex harmonic sequences, scales, and rhythmic-metric considerations. This course may be repeated with credit. Prerequisites: MUSC 107 and MUSC 207.

MUSC 311. MUSIC HISTORY I (3)

A study of the evolution of the musical art in Western civilization from the Baroque through the Romantic Periods (1600-1880).

MUSC 312. MUSIC HISTORY II (3)

A study of music and musicians from the late Romantic to the present day; and a survey of the evolution of the musical art in Western civilization from Antiquity through the Renaissance (1600-1880).

MUSC 315. SYMPHONIC LITERATURE (2)

A study of the evolution of the important forms of symphonic and other instrumental ensemble literature, with special emphasis given to symphonies and concerti considered most likely encountered in concerts. Prerequisite: MUSC 312.

MUSC 316. CHORAL LITERATURE (2)

A study of the evolution of important forms of choral literature, interrelations of text and music, the art and practice of choral arrangements. Application to present day performances by public school and community choral organizations will be discussed. Prerequisite: MUSC 312.

MUSC 317. VOCAL LITERATURE (3)

A survey of the standard vocal literature for soloist, both sacred and secular, ranging from the Renaissance through the 19th- and 20th-century art and folksong. Operatic repertoire will be included. Prerequisite: MUSC 312.

MUSC 318. KEYBOARD LITERATURE (3)

A survey of the standard piano, organ, and harpsichord literature, with special attention given to style characteristics and ornamentation. Prerequisite: MUSC 312.

MUSC 320. PIANO PEDAGOGY (2)

This course will concentrate on the methods of teaching piano in the private studio. Students will be introduced to a wide spectrum of method books and repertoire pertaining to all performance levels. Students will audit private lessons given by master teachers.

MUSC 321. INSTRUMENTAL PEDAGOGY (2)

This course is designed to acquaint the music education student with the various aspects of managing a public school instrumental music program. Also included is the practical application of arranging and re-arranging of music for various instrumental ensembles and the construction of skill-building exercise materials for instrumentalists of differing ages and abilities. Applications of modern learning theory are emphasized. Prerequisite: MUSC 301.

MUSC 322. VOCAL PEDAGOGY (2)

A comparative study of pedagogical methodologies pertaining to vocal performance as addressed in the private studio as well as in the classroom. Includes a survey of appropriate available literature. Public vocal performance is expected and vocal skills are tested.

MUSC 323. MUSIC MATERIALS AND PROCEDURES FOR MUSIC EDUCATION MAJORS (2)

This course is required of all music education majors and is a study of the music program in the public schools. Music and teaching methods are presented for the areas of singing, listening, rhythmic responses, use of recordings, melody instruments, tuned and non-tuned rhythm instruments, and for creative experience. While emphasis is placed upon learning theories for the elementary school child, methodologies applicable to middle school and high school aged children are also included. Basic choral arranging is also introduced.

MUSC 327. HISTORY OF JAZZ STYLES (2)

The study of what jazz is, how to listen to jazz, and jazz heritage are examined. Jazz interpretation, improvisation, listening techniques, musical concepts of jazz, and influences of jazz styles are central points of this course. Historical and stylistic aspects of jazz are also considered.

MUSC 335. MARCHING BAND TECHNIQUES (2)

Organization, rehearsal procedures, street marching, field shows of all types, formation charting, and precision-drill charting for the marching band. Prerequisite: Two semester of college marching band.

MUSC 403. ORCHESTRATION/ARRANGING (3)

A study of the art of scoring for the symphony orchestra and other orchestral ensembles. Original compositions and arrangements for these groups are written. Prerequisite: MUSC 302.

MUSC 404. MUSIC COMPOSITION I (3)

Creative writing for a variety of media, with an emphasis on the development of an individual style. Prerequisite: MUSC 306.

MUSC 405. MUSIC COMPOSITION II (3)

A continuation and extension of MUSC 404. Prerequisite: MUSC 404.

MUSC 412. OPERA (3)

The study of the evolution of the standard types of operatic form from the early Baroque period to the contemporary scene. Selected operas regarded as especially important are analyzed.

MUSC 413. MUSIC THEATER (2)

A study of the materials, procedures, and techniques of a staged musical production to include conducting, coaching, accompaniment, arranging, singing, musical direction, and management as involved in both the preparation and presentation phases. Prerequisite: Participation in Shepherd College musical production.

MUSC 421. MUSIC RESEARCH AND INDEPENDENT STUDY (1-3)

Qualified juniors or seniors may pursue a course of independent study in their major area under the supervision of the appropriate faculty advisor. Students selected must exhibit outstanding ability and scholarship in their chosen area and must meet the requirements for the Independent Study Program as outlined elsewhere in this *Catalog*.

MUSC 424. ADVANCED VOCAL CONDUCTING (2)

A study of the art, technique, and problems relative to conducting and administering choral performing organizations. While public school choral ensembles receive the majority of attention, all other choral organizations are considered. Opportunities are available for practical experiences in conducting and related field observations of area performing ensembles. Prerequisite: MUSC 304.

MUSC 425. ADVANCED INSTRUMENTAL CONDUCTING (2)

A study of the art, technique, and problems relative to conducting instrumental ensembles. Score preparation, stylistic considerations, and solutions to balance problems are among the topics covered. Opportunities are available for practical experiences in conducting and related field observations of area performing ensembles. Prerequisite: MUSC 304.

MUSC 427. INSTRUMENT CARE AND REPAIR (2)

Designed for the instrumental student who intends to teach. Laboratory experience in the maintenance and repair of band instruments is coupled with a general review of the performance basics. Permission of the instructor.

MUSC 498. SENIOR MUSIC SEMINAR (1)

A culminating course designed to review and synthesize information and skills gained through music coursework leading to the senior year in music. Students will prepare for and undertake the Graduate Record Examination—Music Specialization Section. Prerequisite: Completion of all other requisite MUSC courses.

APMU 350. BAND (1-3)

The reading and performance of band literature and the participation in campus and off-campus concerts and programs. Activities include marching band, wind symphony, and rehearsal band. Variable credit as to responsibilities involved with the student's participation in the band program.

APMU 351. EURYTHMICS IN MUSIC ENSEMBLE PERFORMANCE (1)

Designed to provide a means through which students may learn to perform eurythmics and closely related movement activities with music ensembles. Permission of the band director.

APMU 360. CHOIR (1)

Choral literature from all periods of music history is studied and performed in campus and off-campus concerts and programs. Open to all college students each semester. Credit: Choir, three rehearsals per week, 2 credits; Choir plus additional ensemble, five rehearsals per week, 3 credit

APMU 361. PIANO (1-2)

Levels one through four. Private piano instruction is offered on eight levels and aims at the development of individual proficiency in technique and interpretation through the study and performance of the various keyboard styles found in the piano literature.

APMU 365. ORGAN (1-2)

Levels one through four. Private organ instruction is offered on eight levels and deals with the idiomatic problems of techniques and interpretation characteristic of this instrument as found in the standard literature.

APMU 371. VOICE (1-2)

Levels one through four. Vocal instruction is offered on eight levels. Individual proficiency is stressed in tone placement, phrasing, diction, and in other vocal skills.

APMU 375. GUITAR (1-2)

Levels one through four. Private instruction on acoustical guitar is offered from beginning through intermediate grades. Basic techniques are stressed, and individual proficiency is developed through the study of various styles.

APMU 381. BRASS INSTRUMENT (1-2)

Levels one through four. Private instruction is available on eight levels for the trumpet, French horn, trombone, baritone horn, and tuba. Individual proficiency is developed through the study of proper technique, embouchure, breath control, and manual dexterity. Standard repertoire for the respective instrument is studied.

APMU 385. PERCUSSION INSTRUMENT (1-2)

Levels one through four. Private percussion instruction is available on eight levels for the student interested in becoming a percussionist in such standard ensembles as the orchestra, band, jazz ensemble, and percussion ensemble. Standard repertoire for the respective instrument is studied.

APMU 391. WOODWIND INSTRUMENT (1-2)

Levels one through four. Private woodwind instruction is available on eight levels for the flute, clarinet, oboe, bassoon, and saxophone. Individual proficiency is developed through the study of proper technique, embouchure, breath control, and so forth. Standard methods and solo literature for the specific instrument are studied.

APMU 395. STRING INSTRUMENT (1-2)

Levels one through four. Private instruction is offered on six levels for the violin, viola, cello, and string bass. Individual proficiency is developed through the study of such problems as fingering, bowing, intonation, and special effects. Standard methods and solo literature for the specific instrument are studied.

APMU 397. JUNIOR RECITAL (1)

During the junior year, students pursuing a Bachelor of Arts degree in music with a concentration in performance are required to present a recital on their major instrument; students pursuing a Bachelor of Arts degree in music with a concentration in composition are required to present a program of original compositions.

APMU 410. PIANO ENSEMBLE/ACCOMPANYING (1)

Designed for piano majors and minors who have attained a performance level of 4 or above. Sight reading and accompanying techniques are explored and compositions are prepared for performance. Pianists work with instrumentalists and vocalists in small ensembles. May be repeated for credit.

APMU 415. GUITAR ENSEMBLE (1)

Designed to provide the guitarist with the opportunity to perform the literature for guitar ensemble, this course will also emphasize the re-arranging of literature and adaptation of music for other media.

APMU 420. PERCUSSION ENSEMBLE (1)

Emphasis is placed on multiple-percussive techniques and literature. Permission of the instructor.

APMU 430. WOODWIND ENSEMBLE (1)

The study of woodwind chamber music through performance. Ensemble instrumentation will vary from two to twenty-five as literature and enrollment dictate. Permission of the instructor.

APMU 440. BRASS ENSEMBLE (1)

A study of contemporary and earlier periods of brass literature. For two or more members. Permission of the instructor.

APMU 450. JAZZ ENSEMBLE (1)

The study and performance of jazz-rock music for the large ensemble. Idiomatic phrasing, interpretation, and improvisation are emphasized. Audition.

APMU 451. JAZZ COMBO (1)

Improvisational performance in the small combo setting and the development of a jazz and standard tune repertoire for both instrumentalists and vocalists is the focus of this course.

APMU 460. SHEPHERD COLLEGE RAMBLERS (1)

A vocal jazz ensemble open to majors and non-majors. Students rehearse and perform a wide variety of jazz styles including blues, bebop, funk, Latin-American, and a *cappella* ballads. Rhythm section players are included as a part of the group.

APMU 461. ADVANCED PIANO (1-2)

Levels five through eight. See APMU 361.

APMU 465. ADVANCED ORGAN (1-2)

Levels five through eight. See APMU 365.

APMU 470. CHAMBER SINGERS (1-3)

This elite performing organization is concerned with achieving advanced excellence in ensemble balance, rapport, technique, and style.

APMU 471. ADVANCED VOICE (1-2)

Levels five through eight. See APMU 371.

APMU 475. ADVANCED GUITAR (1-2)

Levels five through eight. Private instruction on acoustical guitar from intermediate through advanced grades. Performance is stressed, and advanced literature is emphasized.

APMU 480. MASTERWORKS CHORALE (1)

Open to all campus and community singers as an opportunity to study and perform large choral works.

APMU 481. ADVANCED BRASS INSTRUMENT (1-2)

Levels five through eight. See APMU 381.

APMU 485. ADVANCED PERCUSSION INSTRUMENT (1-2)

Levels five through eight. See APMU 385.

APMU 491. ADVANCED WOODWIND INSTRUMENT (1-2)

Levels five through eight. See APMU 391.

APMU 495. ADVANCED STRING INSTRUMENT (1-2)

Levels five through eight. See APMU 395.

APMU 497. SENIOR MUSIC ACTIVITY (1)

All music majors are required to complete a Senior Music Activity during the final year. Prior to the middle of the second semester of junior-standing, a determination as to the nature of the activity is made by the student's advisor after consultation with the other music staff members. The Senior Music Activity will assume the form of a recital, lecture-recital, project, or recital-project. Details are on file in the office of the department chair.

NURSING**NURS 101. BASIC NEEDS (4)**

This is the initial course in nursing upon which all other nursing courses build and expand. It is designed to develop in the student an awareness of humans and their basic needs, according to Maslow. The student also begins to recognize health problems as obstacles in meeting these needs. The nursing process is introduced and emphasized throughout each unit of the course. Corequisites: NURS 103, CHEM 120, CHEM 121, ENGL 101, BIOL 225, BIOL 227.

NURS 102. NEEDS FROM BIRTH TO ADOLESCENCE (2)

This theory course introduces the student to the individual and the family from birth through adolescence. Major focus with the integrative approach is given to normal growth and development, health maintenance and common deviations in wellness of the infant, child, and adolescent. Prerequisites: NURS 101, NURS 103. Corequisites: NURS 104, EDUC 300, BIOL 226, BIOL 228, PSYC 203.

NURS 103. CLINICAL NURSING (4)

The student begins to develop the skills necessary to assist humans to meet their basic needs when they are unable to do so independently. The first part of the semester is spent in the college skills laboratory practicing basic nursing skills, while the latter half of the semester the student spends in a hospital setting providing basic nursing care for an assigned patient utilizing the nursing process. Corequisite: NURS 101. Laboratory component of NURS 101.

NURS 104. CLINICAL NURSING (3)

The focus concerns the normal growth and developmental tasks of the family and members of the family unit through the states in the life cycle. Emphasis is given to the normal development, as well as possible deviations from the normal, in the early years of the child. Each student will be scheduled to spend seven weeks (12 clinical hours weekly) at clinical agencies designated for utilization by the nursing faculty. Corequisite: NURS 102. Laboratory Component of NURS 102.

NURS 106. HEALTH CARE NEEDS OF WOMEN (2)

Course emphasizes reproduction as a normal physiological response. Deviations which affect family roles and common, recurring health problems of women are explored. Prerequisites: NURS 102, NURS 104. Corequisite: NURS 108.

NURS 108. CLINICAL NURSING (3)

The student builds on the previous phases of the nursing process. Communication skills are increased as the student includes teaching in the plan of care. The focus is on the child-bearing function of the family and deviations that may occur during the reproductive cycle. Each student will be scheduled to spend seven weeks (12 clinical hours weekly) at a clinical agency designated for utilization by the nursing faculty. Corequisite: NURS 106. Laboratory component of NURS 106.

NURS 201. INTRODUCTION TO UNMET NEEDS (2)

Course focuses on the needs, problems, and nursing care of patients manifesting varying degrees of mental health-illness. Various psychodynamic theories are explored in relationship to the development of the individual. Prerequisites: All previous nursing courses. Corequisites: NURS 203, NURS 220, BIOL 302.

NURS 202. SELECTED UNMET NEEDS II (3)

Course focuses on selected, common recurring health problems which threaten human needs. All age groups which develop such problems will be examined. Current concepts in nursing, technique, and practice will be included. Nursing action assists in the move toward health or death with dignity. Prerequisites: All previous nursing courses. Corequisites: NURS 204, SOCI 203, elective.

NURS 203. CLINICAL NURSING (3)

Course assists students in establishing, maintaining, and terminating effective one-to-one interactions with individuals and groups of people exhibiting psychosocial problems. Corequisite: NURS 201. Laboratory component of NURS 201.

NURS 204. CLINICAL NURSING (3)

Course will identify selected complex health problems within the practice of nursing. Nursing care will be planned with individuals and families to re-establish and maintain health and prevent illness within the complex care setting. Corequisite: NURS 202. Laboratory component of NURS 202.

NURS 205. SELECTED UNMET NEEDS I (2)

Course focuses on selected, common, recurring needs/problems which threaten human basic and higher needs. All age groups which experience such needs/problems will be examined. Current concepts in nursing theory assists in the move toward health or death with dignity. Prerequisites: All previous nursing courses. Corequisites: NURS 207, NURS 220, BIOL 302.

NURS 206. SELECTED UNMET NEEDS III (3)

Course is the continuation and completion of Selected Unmet Needs I and II. Prerequisites: All previous nursing courses. Corequisite: NURS 208.

NURS 207. CLINICAL NURSING (3)

Course will identify selected common, recurring health problems within the practice of nursing. Nursing care will be planned with individuals and families to re-establish and maintain health and to prevent illness utilizing the nursing process. Corequisite: NURS 205. Laboratory component of NURS 205.

NURS 208. CLINICAL NURSING (3)

Clinical course focuses on unmet needs of a small group of patients. This experience is designed to prepare the student for transition to beginning practitioner. Prerequisite: All previous nursing courses. Corequisite: NURS 206. Laboratory component of NURS 206.

NURS 220. TRENDS IN NURSING (2)

Course is based on an adaptation of Maslow's hierarchy of needs as they relate to the basic needs of beginning practitioners of nursing. Current issues in ethics, legal aspects, professional organizations, nursing education, and patterns of practice are emphasized. Prerequisites: All previous nursing courses. Corequisites: NURS 201, NURS 203, NURS 205, NURS 207, BIOL 302.

NURS 231. INTRODUCTION TO NURSING (2)

This is the survey course for all junior and senior level nursing classes. It is designed to provide an overview of the nursing profession. The Shepherd College BSN purpose, philosophy, conceptual framework, and terminal objectives are presented. All concepts, subconcepts, and curricular threads are introduced. The registered nurse must complete this transition course prior to admission in the RN Track Program.

NURS 311. NURSING I INTRODUCTION TO HEALTH CARE (4)

The course is designed as the basis upon which all other nursing courses develop and expand. The student is introduced to the nursing process and skills of critical thinking, decision making, and ethics/law in order to understand the health care needs of people of diverse cultures across the life span. Data collection is introduced via normal system approach. Prerequisite: NURS 231.

NURS 313. NURSING I-A HEALTH ASSESSMENT (3)

The course is basic to all nursing clinicals through the program. Complete instruction of health assessment using the system approach is given. The concept of nursing process introduced in NURS 311 will be examined extensively as the method by which professional nurses assist persons to achieve optimum level of health. The student will be provided opportunities to exercise critical thinking, decision making, and ethical judgment through case studies, simulations/role play, and patient interviews. Prerequisite: NURS 231.

NURS 315. NURSING I-B CLINICAL COMPONENT (3)

The course is designed to correlate theory with practice in the primary care setting. The course will initiate the student to living examples of the nursing process: 1) data collecting via interviewing and physical assessment, 2) critical thinking skills via decision making, 3) organization via planning, 4) interventions via appropriate nursing action-implementation, 5) evaluation of the nursing process to meet specific needs. Prerequisite: NURS 313.

NURS 316. NURSING II HEALTH CARE OF THE ADULT (3)

This course provides a knowledge and practice base for the medical-surgical student. The focus is primarily on the acute care setting. The course gives in-depth knowledge and principles for patient education that include primary, secondary, and tertiary levels of prevention. This course builds upon knowledge gained in prerequisite courses and applies principles of physiology and pathophysiology to the diverse health care alterations of the adult. Prerequisite: NURS 311, 313, 315.

NURS 318. NURSING II CLINICAL COMPONENT (3)

This course provides guided clinical experiences for the student to operationalize the nursing process in the acute care, medical surgical adult setting. Students apply knowledge and principles of patient education to patients in the clinical setting and apply the nursing process to patients from different cultural backgrounds with diverse health care alterations. Opportunity for reinforcement and further development of assessment skills is provided through hands-on experience in the clinical setting. Experiences are also provided in the lab and/or clinical setting to assist the student in developing psychomotor skills. Students are expected to seek learning opportunities based upon self-assessed learning needs as they utilize the nursing process in multiple clinical settings. Prerequisite: NURS 316.

NURS 320. NURSING III PSYCHIATRIC/MENTAL HEALTH CARE (3)

This course is designed to apply the nursing process to clients who have adaptive and/or maladaptive behaviors. The emphasis in the course is given to nurse/patient relationship and group process skills which can be applied to all areas of nursing. The socioeconomic and ethical dilemmas within communities will be explored. Primary, secondary, and tertiary prevention services to the mentally ill from diverse cultural groups are identified and discussed. The principles of pharmacology, growth and development, health education, and teaching are interwoven throughout this course. Prerequisite: NURS 311, 313, 315.

NURS 322. NURSING III CLINICAL COMPONENT (3)

This course will assist the student in meeting clinical objectives during experiences caring for clients using the following guides: General Principles of Psychiatric Nursing, Practical Hints for Psych Students, "Guide to the One-to-One Relationship," Observation of the Clinical Environment, and the Group Process Recordings. Weekly clinical focuses will guide the student in applying theory from NURS 320 to patients in a variety of clinical settings, including acute inpatient units and a community mental health center. Corequisite: NURS 320.

NURS 324. NURSING RESEARCH (3)

Course is designed to introduce concepts of nursing research. The focus is on the professional nurse as a consumer of research in health and nursing. The student further develops skills in critical thinking and ethical decision making in the development of a nursing research project using the research process. Elementary concepts of statistics and the use of computer technology are introduced related to nursing research. Prerequisite: NURS 311, 313, 315.

NURS 411. NURSING IV COMMUNITY HEALTH CARE (3)

This course is designed to expand the student's knowledge of people as individuals, as members of a family, and as members of a community. Emphasis is placed on levels of prevention. With guidance, the student will identify socioeconomic, environmental, political, religious, and ethical aspects of health care which affect the health-illness continuum and the client's aspects. The student will be able to assess community health problems, identify appropriate nursing interventions and community resources in planning nursing care of diverse populations in a variety of settings. Concepts related to school health, occupational health, home visiting, and public health are introduced. Corequisite: NURS 324 and NURS 413.

NURS 413. NURSING IV CLINICAL COMPONENT (2)

Course is designed to correlate theory with practice. The student will be able to assess community health problems, identify and apply appropriate nursing interventions and community resources in planning nursing care of diverse populations in a variety of settings. Corequisite: NURS 411.

NURS 415. NURSING V HEALTH CARE OF CHILDREN AND FAMILIES (3)

Course is designed to examine the biophysical and psychosocial development, illness care, and health maintenance of the neonate, infant, toddler, preschool, school-age, and adolescent child. This course builds upon knowledge gained in NURS 316 Health Care of the Adult and concurrent course NURS 411 Community Health Care. The student will apply the nursing process utilizing critical thinking skills for the diverse health care alterations in the younger populations. Corequisite: NURS 417.

NURS 417. NURSING V CLINICAL COMPONENT (2)

Course is designed to provide opportunities for exploration, application, and integration of the content of Health Care of Children and Families to enhance priority setting and decision making skills, collaboration, and use of organizational skills. A variety of clinical settings, such as community hospital and a university-based teaching hospital, will be utilized which will expose the student to diverse social, cultural and economic aspects of the health care of children and families. Corequisite: NURS 415.

NURS 419. NURSING VI HEALTH CARE OF WOMEN (3)

Course is designed to examine the biophysical and psychosocial aspects of human reproductive function, childbearing, sexuality, illness care, and maintenance for the woman through the life span. This course builds upon knowledge gained in NURS 316 Health Care of the Adult, NURS 411 Health Care of Children and Families, and concurrent course, NURS 411 Community Health Care. The student will apply the nursing process utilizing critical thinking skills for the diverse health care alterations in the female population. Corequisite: NURS 421.

NURS 421. NURSING VI CLINICAL COMPONENT (3)

Course is designed to provide opportunities for exploration, application, and integration of the content of obstetric and gynecologic nursing to women throughout the life cycle. A variety of hospital, community health settings will be utilized to expose the student to diverse social, cultural and economic components of the woman/family system. Corequisite: NURS 419.

NURS 422. NURSING VII HEALTH CARE OF THE ADULT: GERONTOLOGY FOCUS (3)

Course is designed to examine illness care, rehabilitation care, health counseling, and education for the gerontological client and family. This course builds upon knowledge gained in NURS 316 Health Care of the Adult—medical-surgical focus). The diverse social, cultural, economic, and political components of older populations will be explored. Corequisite: NURS 424.

NURS 424. NURSING VII CLINICAL COMPONENT (3)

Course is designed to provide opportunities for application and integrations of theory content of gerontological nursing. A variety of health care settings will be utilized which will expose the student to a diverse social, cultural, economic, and political component of older populations. The student will apply the nursing process utilizing critical thinking skills to the multiple alterations in health of older populations. Corequisite: NURS 422.

NURS 426. NURSING VIII HEALTH CARE OF THE ADULT: CRITICAL CARE FOCUS (3)

This is the third and final theory course of adult health care nursing. The focus is critical care and discharge planning. Complex and multi-system needs are explored in-depth. Corequisite: NURS 428. Prerequisite: NURS 422, 424.

NURS 428. NURSING VIII CLINICAL COMPONENT (2)

This is the third and final medical-surgical course of adult health care nursing. The focus is critical care and discharge planning. Complex and multi-system needs are explored in-depth. Selected clinical experiences in specialty areas ICU, CCU, ER, open heart surgery, and cardiac cath lab are arranged. Corequisite: NURS 426. Prerequisite: NURS 422, 424.

NURS 430. ISSUES IN HEALTH CARE (2)

Course is designed to examine current issues influencing professional nursing practice via small group discussion. The course builds upon knowledge gained in didactic and clinical experiences as student and health care provider. Prerequisite: NURS 411.

NURS 432. MANAGEMENT OF HEALTH CARE (3)

Course is designed to prepare the professional nurse for management and leadership roles in the health care setting. The student will examine the management process of planning, organizing, staffing, directing and controlling the appropriate aspects of health care. Emphasis will be placed upon organizational structure and behavior, political influences, the nurse manager's functions within the organization, and the utilization of nursing and management research outcomes. Prerequisite: NURS 411.

PHILOSOPHY**PHIL 101. INTRODUCTION TO PHILOSOPHY (3)**

An introductory consideration of language, meaning, and inference; of knowledge, truth, and certainty; of types (schools) of philosophy; of arguments regarding the existence of God; and of values.

PHIL 210. SOCIAL PHILOSOPHY (3)

Analysis of theories of the nature of humans, social institutions, social ethics, social purposes, patterns of relationship, and the problem of freedom and regulation.

PHIL 304. PHILOSOPHY OF RELIGION (3)

A analysis of certain elements of religious thought. Problems of religious language, knowledge and faith, and the existence of God and evil will be examined from various religious perspectives.

PHIL 305. HISTORY OF PHILOSOPHY (3)

Survey of the major movements in philosophy from ancient Greece to the 20th century.

PHIL 306. TWENTIETH-CENTURY PHILOSOPHY (3)

Emphasis on pragmatism, existentialism, and analytic philosophy.

PHIL 315. ETHICS (3)

Problems of choice within the context of society as considered by representatives of various philosophical and Christian traditions.

PHOTOGRAPHY

(SEE ALSO ART, GRAPHIC DESIGN, AND PHYSICS)

PHOT 181. BASIC PHOTOGRAPHY (3)

Fundamental course in black and white photography and darkroom techniques for non-photo majors. Topics include basic film processing and printing; basic lighting and exposure selection; and composition, visual thinking, and use of auxiliary lenses with an emphasis upon the aesthetic considerations of photography.

PHOT 281. BLACK AND WHITE PHOTOGRAPHY I (3)

Fundamentals of black and white photography and darkroom techniques. Topics include basic film processing and printing; basic lighting and exposure selection; composition and visual thinking; and use of auxiliary lenses.

PHOT 282. BLACK AND WHITE PHOTOGRAPHY II (3)

A continuation of Black and White I. Topics include processing and printing of 120 and 4 x 5 s film; zone system of exposure and development; filters; and advanced printing techniques. Prerequisites: PHOT 181, PHOT 281.

PHOT 280. VISUAL FUNDAMENTALS OF PHOTOGRAPHY (3)

An introductory course which explores, through student emulation and experimentation, compositional sensibilities and aesthetic strategies of both historic and contemporary photographers.

PHOT 381. STUDIO PHOTOGRAPHY I (3)

This course serves as an introduction to the methodology and technology of studio photography. Emphasis is placed upon product and portrait photography, table-top design, and lighting techniques. Prerequisite: PHOT 281.

PHOT 383. COLOR PHOTOGRAPHY I (3-6)

A basic course in natural color photography. Includes fundamental principles, techniques, and applications of reversal and negative-subtractive color materials and equipment used in the production of color prints and transparencies. Discussion of the special demands of color technique, color relationships, light qualities, and the kinds of characteristics of film.

PHOT 384. PHOTOJOURNALISM (3-6)

The tools and techniques of the news media and of business, public relations, journalism, sports and publicity photography are covered. Emphasis on small-format cameras, electronic flash, and available-light photography. Examination of single picture, short picture stories, feature-story photography, layout, and captions.

PHOT 385. SEMINAR IN PHOTOGRAPHY (3)

Designed to address current photographic issues in depth. Emphasis will be on reviewing newspaper and magazine articles, writing reviews of recent exhibits and exploring contemporary photographic theory. Prerequisites: PHOT 280, PHOT 281, PHOT 282.

PHOT 386. COMPUTER DIGITAL IMAGERY (3)

This course serves as an introduction to the technology and use of the computer for photographic purposes. Emphasis is placed upon working knowledge and creative use of the computer in order to develop and execute aesthetic solutions to photographic digital problems. Prerequisites: PHOT 281 and PHOT 282.

PHOT 479. PROJECTS WORKSHOP IN PHOTOGRAPHY I (3)

Photographic philosophies and professional practices are presented through problems and lectures by professionals from the photography community. In addition, the course will include field trips to studios. Professional career programs will also be considered with an emphasis upon the portfolio. Prerequisite: PHOT 383.

PHOT 480. PROJECTS WORKSHOP IN PHOTOGRAPHY II (3)

A continuation of the photographic philosophies and professional practices presented in PHOT 479. Problems and lectures by professionals as well as field trips to major professional studios will be the primary focus of the course. Prerequisite: PHOT 383.

PHOT 481. GRAPHIC DESIGN PHOTOGRAPHY I (3)

This course introduces the student to the working relationship between graphic design and photography. Emphasis is upon the procedures and technology for producing photographs for reproduction. Prerequisite: PHOT 383.

PHOT 482. GRAPHIC DESIGN PHOTOGRAPHY II (3)

A continuation of PHOT 481, this course further explores the relationship between photography and graphic design with an emphasis on photographic preparation for graphic reproduction. Prerequisite: PHOT 383.

PHOT 484. STUDIO PHOTOGRAPHY II (3)

A continuation of the methodologies and technologies encountered in Studio Photography I but with greater emphasis being given to field work; e.g., set design, location portraiture, interiors, architecture. Prerequisite: PHOT 281.

PHOT 485. COLOR PHOTOGRAPHY II (3)

A continuation of the methods and techniques presented in Color Photography I but with a greater emphasis placed upon color sensibilities and large format work as applied to product and field work. Prerequisite: PHOT 383.

PHOT 486. ALTERNATE PROCESSES IN PHOTOGRAPHY I (3)

This course explores the many different processes that are available to photographers. This includes platinum printing, cyanotype printing, digital imagery and the manipulation of imagery through computer and advanced software and other photographic processes. Prerequisites: PHOT 281, PHOT 282, PHOT 280.

PHOT 487. ALTERNATE PROCESSES IN PHOTOGRAPHY II (3)

A continuation of the individual direction of the aesthetic and professional practices developed in Alternate Processes in Photography I. Prerequisite: PHOT 486.

PHOT 488. PRACTICUM IN PHOTOGRAPHY (3-6)

Supervised off-campus work experience in photography or an allied field. Seminars will be held to evaluate the integration of theory and practice.

PHYSICAL EDUCATION

PHED 104. FOUNDATIONS OF PHYSICAL EDUCATION (3)

An introduction to teaching health and physical education. Topics include philosophy and history psychological, sociological and scientific principles of sport and physical activity, as well as career awareness, department procedures, the Shepherd College Teaching Model, and general concern related to teaching.

PHED 108. INTRODUCTION TO SPORT STUDIES (3)

For students who want to enter the world of fitness or athletics as a professional as opposed to classroom teacher.

PHED 110. ELEMENTARY SCHOOL PHYSICAL EDUCATION ACTIVITIES (3)

Students will develop a working knowledge of fundamental movement patterns as they relate to action songs, folk and square dance, games, creative movement, and rhythmical activities. Teaching methods, program planning, and teaching opportunities are emphasized. Elementary education majors only, must have passed PSST, and senior class standing.

PHED 120. HISTORY OF SPORT AND PHYSICAL EDUCATION (3)

Emphasizes relevant historical events that have influenced sport and physical education throughout history.

PHED 125. LIFEGUARDING (1)

Instruction in water safety skills. Satisfactory completion certifies the student in lifeguarding by the American Red Cross. Students should be able to swim 500 yards continuously using front crawl, side stroke, or breast stroke in 10 minutes.

PHED 126. WATER SAFETY INSTRUCTOR (2)

Prepares instructor candidates to teach the Infant and Preschool Aquatics Program; the seven levels of the Learn to Swim Program, the Basic Water Safety, Emergency Water Safety, and Water Safety Instructor Aide courses; and for eligible individuals, the Safety Training for Swim Coaches course. Prerequisite: ICT Certificate.

PHED 127. LIFEGUARD INSTRUCTOR (2)

Prepares instructor candidates to teach the Red Cross Lifeguard Training course. Prerequisite: Current Red Cross Lifeguard Training Certificate and certified in Basic First Aid and CPR.

PHED 193. VARSITY SPORTS (1)

For intercollegiate athletic team members. Athletes receive instruction in skills, techniques, and rules in an intercollegiate sport and must participate in practice sessions and athletic events both on and off campus. Can be taken only in freshman year for one credit. Permission of the instructor.

PHED 225. SPORT APPRECIATION (3)

Study of sociological methods and theoretical perspectives as they relate to sport.

PHED 226. SPORT PROMOTION/MARKETING/FUND RAISING (3)

Emphasizes policies, procedures, and administrative skills to organize and develop both internal and external techniques.

PHED 228. SPORT ADMINISTRATION (3)

Emphasizes effective leadership and management styles, planning and organizing, personnel, time management, budgeting, legal concerns, and future directions of sport programs.

PHED 229. ATHLETIC TRAINING I (3)

An in-depth study of mechanisms, characteristics, and classification of sports injuries. Management skills of prevention, assessment, and treatment of injuries are explored and detailed study of upper and lower extremities is conducted. Prerequisites: ATHC 224 and HLTH 225.

PHED 246. AQUATICS (1)

This course emphasizes basic strokes, breathing techniques, and water safety skills, including survival floating and use of clothing as a flotation device.

PHED 301. ELEMENTARY SCHOOL PHYSICAL EDUCATION I (2)

Presents basic movement education teaching model for elementary school children. Students will apply principles and methods of this model through presentation of action songs, games, dances, jumps and tumbling, and elementary track. Prerequisites: PHED 104, PHED 325, PHED 326, GSPE 200, and GSPE 201.

PHED 302. ELEMENTARY SCHOOL PHYSICAL EDUCATION II (2)

Presents the basic movement education teaching model for elementary school children. Students will apply the principles and methods of this model through the presentation of locomotor movement, non-locomotor movement, manipulative activities, movement exploration, creative rhythmic, and rhythmic movement. Prerequisite: PHED 104, PHED 301.

PHED 315. TEACHING TUMBLING AND GYMNASTICS (2)

Teaches future elementary physical education instructors fundamental skills of tumbling and gymnastics. Teaching methods and safety awareness are emphasized.

PHED 324. SPORTS WRITING (3)

This course focuses on techniques of reporting, interviewing, gathering information, and writing sports stories from basic news to feature style format. Practical experience and lab work are included.

PHED 325. TEACHING TEAM SPORT ACTIVITIES (3)

Prepares future physical education teachers to teach team sports. Rules, skill analysis, practice procedures, and safety awareness will be emphasized. Prerequisite: GSPE 200 and GSPE 201.

PHED 326. TEACHING INDIVIDUAL ACTIVITIES (3)

Prepares future physical education teachers to teach individual sports. Rules, skill analysis, practice procedures, and safety awareness will be emphasized. Prerequisite: GSPE 200 and GSPE 201.

PHED 327. STUDENT ASSISTING (1-3)

Provides students with practical teaching experience under the supervision of a faculty member. Prerequisite: PHED 325, PHED 326 and permission of the division chair.

PHED 329. ATHLETIC TRAINING II (3)

An in-depth study of specific sports conditions of the shoulder, pelvis, trunk, head, and spine. Prerequisite: PHED 229, HLTH 225, ATHC 224, permission of instructor.

PHED 350. SPORT PHOTOGRAPHY (3)

Gives students hands-on experience in taking and developing film relating to sports activities.

PHED 360. ATHLETIC TRAINING PRACTICUM I (3)

Rehabilitation of athletic injuries is main focus. Practical application of management skills through lectures, clinical and field experiences, and individual assistance is also studied. Prerequisites: PHED 229 and PHED 329 and permission of instructor.

PHED 365. ATHLETIC TRAINING PRACTICUM II (3)

Use of modalities and current issues of sports medicine are emphasized. Practical application of assessment, treatment, rehabilitation as well as traveling with athletic teams is also studied. Prerequisites: PHED 360 and permission of instructor.

PHED 370. APPLIED ANATOMY AND PHYSIOLOGY (4)

A study of homeostatic relationships of the body and their effects on neuromuscular, circulatory and respiratory systems. Lab experiments will show how physiological functions change with exercise. Prerequisites: HLTH 225, BIOL 101 and BIOL 102.

PHED 380. PERCEPTUAL MOTOR LEARNING (2)

Examines how people learn motor skills and analysis of Gentile's model for acquisition. Students will also learn how to recognize deficiencies related to motor learning and adjust teaching procedures to cope with inherent disabilities.

PHED 401. TEACHING ADAPTED PHYSICAL EDUCATION (3)

Acquaints students with the problems underlying the need for adapted physical education programs. Organization and administration of special physical education programs for the handicapped/disabled are studied. Out-of-class field experience in an approved setting required.

PHED 405. APPLIED KINESIOLOGY (3)

Study of the musculoskeletal system and its relationship to human movement. Students will identify anatomical and mechanical features of major joints of the body as well as muscles that operate them and how they interact to complete a motor skill. Prerequisites: HLTH 225, BIOL 101, BIOL 102

PHED 406. CURRICULUM AND ADMINISTRATION OF PHYSICAL EDUCATION (3)

Enables personnel in health and physical education to understand and interpret the philosophy, principles, problems, policies, and procedures essential to the development of desirable programs. Students will develop a comprehensive physical education curriculum for teaching grades K-12.

PHED 410. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION (3)

Students will learn how to develop an accountable means of grade assessment in physical education based on a sound philosophy of skill development.

PHED 430. TEACHING ELEMENTARY SCHOOL PHYSICAL EDUCATION (3)

Examines the taxonomy of skill acquisition, teaching methods, and curriculum of physical education for grades K-5. Emphasis is on application of content in PHED 301 and PHED 302 to an elementary school. Prerequisites: PHED 301 and PHED 302.

PHED 460. SEMINAR IN SPORT-RELATED ISSUES (3)

Investigates issues and problems facing sports through a variety of sports materials.

PHYSICS

PHYS 201. COLLEGE PHYSICS (4)

An introductory treatment of fundamentals of mechanics, heat, and sound. Three one-hour lecture periods and one two-hour laboratory per week.

PHYS 202. COLLEGE PHYSICS (4)

An introductory treatment of the fundamentals of electricity, magnetism, and light. Three one-hour lecture recitation periods and one two-hour laboratory period per week. Prerequisite: PHYS 201

PHYS 221. GENERAL PHYSICS (4)

A calculus-based treatment of fundamentals of mechanics, heat, and sound. Three one-hour lecture periods and one two-hour laboratory per week. Pre-requisite or corequisite: MATH 207.

PHYS 222. GENERAL PHYSICS (4)

A calculus-based treatment of the fundamentals of electricity, magnetism, and light. Three one-hour lecture recitation periods and one two-hour laboratory period per week. Prerequisite: PHYS 221. Corequisite: MATH 208.

PHYS 305. PHOTOGRAPHY (3)

An introductory course in photography primarily intended for the recreation majors and students of elementary education, but open to others whose interests may be served. Simple applications of photographic techniques will be stressed through individualized activities. Auto-tutorial materials will be employed. Coursework will consist of exercises directed toward developing competencies in classroom and recreational photography.

PHYS 310. PHOTOGRAPHIC SCIENCE (3)

An introductory course covering the chemistry and physics of photography. The characteristics of various cameras, lenses, filters, light sources, and photographic emulsions will be considered. Some laboratory exercises will be carried out.

PHYS 322. ELECTRICITY AND MAGNETISM (3)

Principles of electricity and magnetism with practical applications. Prerequisites: PHYS 222 and MATH 208.

PHYS 323. MODERN PHYSICS (3)

Topics will include special relativity, atomic structure, nuclear structure, solid state physics, and elementary particles. Prerequisites: PHYS 222 and MATH 207.

PHYS 330. ADVANCED LABORATORY (2)

Series of laboratory experiments in electricity, magnetism, mechanics, and modern physics. Six hours per week. Prerequisites: PHYS 221, 222.

PHYS 401, PHYS 404. SPECIAL PROJECTS (1 EACH)

Experimental and theoretical research projects in specific areas of physics. Project assignment dependent upon student's ability and interest.

POLITICAL SCIENCE**PSI 100. POLITICS AND GOVERNMENT (3)**

Consideration of concepts and issues essential to the understanding and study of politics. Classical and modern theories of the political system, including communism, fascism, democracy, and socialism are examined in an American and international context including study of specific nations. The approach of this course will be both empirical and normative.

PSI 101. AMERICAN FEDERAL GOVERNMENT (3)

A study of the functions and administration of the government of the United States.

PSI 102. STATE AND LOCAL GOVERNMENT (3)

A study of the functions and administration of the government on the state and county levels.

PSI 201. INTRODUCTION TO PUBLIC ADMINISTRATION (3)

An introductory study of the development, organization, procedures, processes, and human relations factors in governmental administration. Particular emphasis will be placed on the study of administrative practices in the federal, state, and local governments in the United States.

PSCI 301. PUBLIC POLICY (3)

Study of public policy development and implementation in the United States, with emphasis on the ways in which cultural, political, and institutional factors may inhibit or expedite pursuit of public policies designed to meet societal needs and with consideration of selected contemporary issues of public policy within this framework.

PSCI 309. PRESIDENT AND CONGRESS (3)

Study of the ways in which presidents and members of Congress attempt to meet their responsibilities within the context of the institutional and political features of the American system; examination of the complex relationships between the president and congress; and consideration of the President and Congress in relation to past, present, and possible future settings.

PSCI 310. PARTIES, POLITICS, AND ELECTIONS (3)

An examination of elections in the United States. Includes consideration of the role of political parties, the media, polling, interest groups, and professional consultants.

PSCI 315. EARLY POLITICAL THEORY (3)

A general survey of leading theories from ancient times to the 16th century. Includes an opportunity to study the influence of political and social ideas upon the fundamental institutions of modern societies.

PSCI 316. RECENT AND CONTEMPORARY POLITICAL THEORY (3)

The recent schools of political thought are presented with particular emphasis on the basic ideologies of the contemporary period.

PSCI 317. AMERICAN POLITICAL THOUGHT (3)

A study of the growth and development of American political concepts from the Colonial period to the present.

PSCI 325. COMPARATIVE GOVERNMENTS: WESTERN EUROPE (3)

A comparative study of modern political institutions with particular attention to European government and politics.

PSCI 327. COMPARATIVE GOVERNMENTS: SOVIET UNION AND ITS AFTERMATH (3)

An examination of the U.S.S.R. as a 20th-century political phenomenon, with emphasis on the political concepts it typified—including revolution, Communism, and one-party rule. Explores the dynamics of political change in Russia and other former Soviet Republics.

PSCI 328. COMPARATIVE GOVERNMENTS: ASIA (3)

An examination of the governments of China, Japan, and Korea including their ideology, culture, theory, institutions, leadership, and politics, as well as their relations with other countries, with emphasis on the modern period.

PSCI 400. THE SUPREME COURT AND CONSTITUTIONAL LAW (3)

Examines the Supreme Court as a legal and political decision-making body; analyzes the development of the American constitutional system, the evolution of fundamental doctrines in constitutional law, and the nature of Supreme Court opinions; relates Supreme Court decisions to contemporary political, social, and economic problems.

PSCI 401. CONSTITUTIONAL LAW: CIVIL RIGHTS AND CIVIL LIBERTIES (3)

Examines Supreme Court cases and doctrines on freedom of speech, press and association, on race and sex discrimination, on privacy, on protection of criminal defendants, and on related questions. Emphasizes recent decisions and on-going development of guidelines and doctrines by the Supreme Court; relates constitutional issues to political issues involving civil rights and civil liberties.

SCI 403. INTERNATIONAL RELATIONS (3)

Surveys the political relationships among states, emphasizing the methods and goals of diplomacy; analyzes concepts such as the balance of power, collective security, and the peaceful settlements of disputes.

SCI 404. INTERNATIONAL ORGANIZATION OR WORLD GOVERNMENTS (3)

Examines the theory and structure of international organizations with special emphasis on the U.N.; other organizations to be discussed include NATO, the European Community, OAS, and other regional organizations.

SCI 406. AMERICAN FOREIGN POLICY SINCE WORLD WAR II (3)

An analysis of American foreign policy since 1945. Special emphasis is placed on the Cold War rivalry between the U.S. and U.S.S.R. Recent developments will also be treated.

SCI 407. INTRODUCTION TO INTERNATIONAL LAW (3)

Survey of the nature, sources, and development of international law. Study of substantive elements through case studies will be stressed.

SCI 412. METROPOLITAN POLITICS (3)

An examination of local government in metropolitan areas; emphasis is placed on economic, demographic, and political characteristics of the urban community and their implications for effective and responsive government.

SCI 413. TECHNIQUES OF RESEARCH (3)

Opportunity for independent study and preparation for graduate work. Included are methodology, historiography, and extensive work with source materials.

SCI 425. READINGS IN POLITICAL SCIENCE (3)

Examination of a selected topic in political science devoted to extensive reading of classic, standard, and/or contemporary monographs, articles, and/or books. Specific topic and presiding professor will be announced prior to the registration period. Prerequisite: minimum overall gpa of 2.0.

SCI 443. INTERNSHIP IN GOVERNMENT (1-15)

This course provides full- or part-time work experience in federal, state, or local agencies; in private enterprise and policy organizations that are active in the public sector; or in other appropriate placements. The goal is to enable the student to gain practical knowledge of political processes, public administration, or the formation and implementation of public policy. Interns must have a 2.0 gpa, must complete half of the 128 credits required for graduation before the internship begins, must submit applications to the department early in the semester preceding the internship, and must follow the department's norms and procedures for internships. A copy of the norms and procedures is available from the department chair or from the department's coordinator of internship programs.

PSYCHOLOGY**PSC 203. INTRODUCTION TO PSYCHOLOGY (3)**

A survey course introducing the core areas of psychology, including neuropsychology, learning and memory, intelligence, developmental psychology, stress and health, personality, abnormal psychology, psychotherapy, and social psychology.

PSC 204. GENERAL PSYCHOLOGY (3)

A continued survey of the basic areas of psychology. The course includes such topics as emotion and motivation, intelligence and creativity, perception, and adjustment. Prerequisite: PSYC 203.

PSYC 301. ADOLESCENT DEVELOPMENT (3)

Designed for those with a professional interest in adolescence. Course content emphasizes cognitive, physical, and psychosocial-affective variables which affect adolescent development.

PSYC 305. SOCIAL PSYCHOLOGY (3)

A study of the interaction of individuals in group situations, the products of collective activity, and their influence upon the individual. Prerequisite: PSYC 203.

PSYC 310. PSYCHOLOGY OF PERSONALITY (3)

A study of a variety of theories of personality determinants, structure, and functioning. Prerequisite: PSYC 203.

PSYC 311. INTRODUCTION TO CLINICAL PSYCHOLOGY (3)

An introduction to the methods, techniques, and approaches to an understanding of personality and the treatment of emotional disturbances.

PSYC 312. PRACTICUM IN PSYCHOLOGY I (3)

This course consists of on-site practical experience and a supervisory discussion/content seminar related to paraprofessional work in psychology in one of the following areas: 1) teaching, 2) research, 3) clinical work. Prerequisite: Permission of the psychology faculty.

PSYC 313. PRACTICUM IN PSYCHOLOGY II (3)

Same course description as PSYC 312. A second practicum in psychology. Prerequisite: PSYC 312.

PSYC 314. FIELD EXPERIENCE IN ART THERAPY (3)

Same course description as PSYC 312 Practicum in Psychology. This course shall function separately in title only from that of PSYC 312 Practicum in Psychology. In order to meet undergraduate art therapy recommendations of the American Art Therapy Association, it is necessary for the practicum to be identified as Field Experience in Art Therapy. The course will be offered at the same time, etc., as PSYC 312 (when demanded) and will meet all the requirements and expectations of PSYC 312.

PSYC 316. ART THERAPY (3)

An introduction to therapeutic techniques using artistic productions as an aid to psychotherapy. This course involves an analysis of approaches with specific clinical populations; e.g., juvenile delinquents, geriatric clients, etc. This course also includes a historical and theoretical appraisal of the use of art therapy in both clinical practice and research.

PSYC 320. HUMAN SEXUAL BEHAVIOR (3)

A course designed to investigate the scope of intrapersonal and interpersonal human sexual behavior. A psychological approach is emphasized, examining the acquisition of sexual scripts through learning, varieties of sexual experience, both typical and atypical, and the psychodynamics of sexual adjustment. Prerequisite: PSYC 203.

PSYC 321. INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3)

The application of psychological theory and methodology to individuals and groups in organizational settings. Topics include managerial appraisal and consultation, employee training and development, personnel research, improving employee relations, and designing optimal work environments.

PSYC 325. HEALTH PSYCHOLOGY (3)

This course explores contemporary trends and techniques in the field of health psychology. Included are such topics as psychological intervention in physical illness, adherence, activity level, obesity, smoking prevention, acute and chronic stress, stress appraisal, delay in seeking treatment, immunological competence, interventions with children, lifestyle change programs, holistic psychology, and the health care system.

PSYC 326. PSYCHOLOGY OF ALCOHOLISM (3)

Study of the psychological and social factors in alcohol abuse. Topics include family patterns, genetic factors, stress, personality dynamics, alcoholism as a mental disorder, prevention, and treatment.

PSYC 328. DANCE THERAPY (3)

Survey of dance movement therapy, its evolution, theoretical approaches, principles, goals, techniques, and uses with various populations.

PSYC 330. FAMILY THERAPY (3)

The focus of this course is on the major schools of family therapy. The family is viewed as a unit of treatment and as a multi-generational emotional system. Case studies are emphasized.

PSYC 360. ABNORMAL PSYCHOLOGY (3)

Study of the classifications, dynamics, symptoms, and treatment of abnormal behavior. Prerequisite: PSYC 203.

PSYC 362. PSYCHOLOGY OF LEARNING AND COGNITION (3)

The psychology of animal and human conditioning, learning, and cognitive processes. Prerequisite: PSYC 203.

PSYC 363. PHYSIOLOGICAL PSYCHOLOGY (3)

An investigation of the interaction between physiological and psychological processes in the functioning of the human organism. Prerequisite: PSYC 203.

PSYC 364. LIFESPAN DEVELOPMENTAL PSYCHOLOGY (3)

Survey of the development dynamics of the human life cycle from conception through the aging and death processes. Prerequisite: PSYC 203.

PSYC 400. EXPERIMENTAL PSYCHOLOGY (4)

The contents and methods of experimentation in psychology. Prerequisites: PSYC 203 and MATH 101.

PSYC 404. PSYCHOLOGY SEMINAR (3)

A course designed to serve the needs of students who are majoring or minoring in psychology and who expect to pursue graduate studies in the field. The purpose of this course is to allow faculty to expose students to topics not included in the present curriculum, or topics which, although included, are not covered in sufficient depth for pre-professional students. The seminar may include sharing the results of individually assigned readings, individualized research, and/or a discussion of theoretical or research topics as reported in contemporary literature and chosen by the faculty instructor. Prerequisite: Permission of instructor.

PSYC 415. PSYCHOLOGICAL TESTS AND MEASUREMENTS (3)

A course designed to develop knowledge of psychological instruments available for the appraisal of human behavior and skill in administering and interpreting those tests and measurements. Prerequisite: PSYC 203.

PSYC 420. HISTORY AND SYSTEMS OF PSYCHOLOGY (3)

An overview of the historical and philosophical basis of psychology and the relationship of contemporary systems. Prerequisite: PSYC 203.

PSYC 430. HUMANISTIC PSYCHOLOGY (3)

An exploration of the field of humanistic psychology. The theoretical orientations of selected humanistic psychologists (e.g. Carl Rogers, Leo Buscaglia, Viktor Frankl, Harold Greenwald, and Abraham Maslow) are covered in depth.

PSYC 440. GROUP PSYCHOTHERAPY (3)

An introduction, through direct participation, to a variety of approaches and techniques for fostering personal enrichment and effectiveness through group experience.

RECREATION AND LEISURE STUDIES

RECR 140. INTRODUCTION TO LEISURE STUDIES (3)

A study of the historical and philosophical foundation of recreation and leisure and its impact on society. Topics include recreation programs in various settings, commercial and tourism, therapeutic recreation, and career opportunities.

RECR 250. FIELD EXPERIENCES IN RECREATION (3)

Provides practical career-related experiences in leisure services. A supervised 120 hour experience is required. Students should consult the practicum handbook for specific course procedures.

Prerequisite: RECR 140.

RECR 316. RECREATION PROGRAMMING (3)

A study of principles, policies, and procedures needed to organize, direct, and conduct recreation programs. Prerequisite: RECR 140.

RECR 320. FACILITIES MANAGEMENT (3)

Examines design, construction, operation, and management of physical education, recreation, and sport facilities.

RECR 326. TEACHING RECREATIONAL ACTIVITIES (3)

A study of techniques in teaching recreational activities. Rules, skill analysis, practice, feedback, and safety are examined. Prerequisites: GSPE 200 and GSPE 201.

RECR 330. INTRODUCTION TO THERAPEUTIC RECREATION (3)

Provides understanding of methods and techniques employed in serving special populations and recreation opportunities. A 20-hour field experience in a therapeutic setting is required.

RECR 331. MEDICAL TERMINOLOGY FOR THERAPEUTIC RECREATION (3)

This course provides students with a working knowledge of medical terms used in therapeutic recreation.

RECR 332. CAMP COUNSELING (3)

Provides skills necessary to plan, organize, and work in a camp setting. Permission of division chair is required.

RECR 335. LEISURE FOR THE AGING (3)

Introduces students to leisure activities for the elderly. Topics include procedures for program assessment, and implementation.

RECR 340. INTRODUCTION TO COMMERCIAL RECREATION AND TOURISM (3)

Examines purpose and function of leisure delivery system in the commercial setting. Topics include development and operation of commercial goods and services including tourism, resort and campground industries as well as small business management.

RECR 342. ADMINISTRATION OF INTRAMURALS (2)

Students will assist in the organization, administration, and supervision of intramural activities on campus.

RECR 350. FIELD EXPERIENCE IN LEISURE SERVICES AND SEMINAR (3)

Provides career-related experiences through 180-hour supervised field work in approved settings. Student should consult the *Field Experience Handbook* for specific course procedures and requirements. Prerequisites: RECR 140 and RECR 250.

RECR 360. COLLEGE RECREATION PROGRAMMING (2)

Study of the basic concepts in program planning, organization, administration, and delivery of recreation in the college setting.

RECR 370. ENVIRONMENTAL EDUCATION (3)

Examines philosophy, techniques, and application of education in and for the out-of-doors. Topics include history and development of outdoor education, environmental education, including school camping, conservation, and interpretation techniques.

RECR 380. LEADERSHIP IN LEISURE STUDIES (3)

Provides skills for successful leadership through observations in recreation settings. A 40-hour out-class recreational activity and leadership experience is required.

RECR 390. LEISURE ACTIVITIES MANAGEMENT (3)

Prepares students to lead and teach leisure activities as well as implement programs. Activities for special populations will also be explored.

RECR 407. ADMINISTRATION OF LEISURE SERVICES (3)

Prepares the student to manage recreation and leisure service organizations in public and private settings. Topics include public relations, personnel management, budgeting, and management theory. Prerequisites: RECR 140; senior status recommended.

RECR 430. THERAPEUTIC RECREATION PROGRAMMING (3)

Provides an understanding of the methods and techniques employed in formulating and conducting programs for special populations. Prerequisite: PHED 330.

RECR 431. ISSUES AND PROBLEMS IN THERAPEUTIC RECREATION (3)

Study of contemporary issues and problems of special populations in relation to corresponding philosophy and theory. Prerequisite: RECR 330.

RECR 450. RECREATION INTERNSHIP (9)

Internship programs provide supervised career-related experience in a leisure service organization. Student must complete a minimum of 400 agency hours in a setting that demonstrates planning, leadership, administrative, and supervisory skills. Students must purchase the practicum handbook from the College bookstore and follow specific procedures stated. Prerequisites: RECR 140, RECR 380, RECR 407, junior/senior status with 2.5 gpa in major.

RELIGION**REG 308. OLD TESTAMENT (3)**

Survey of the Old Testament, concentrating on the history of the Hebrew covenant-community of people, their understanding of life in relation to God, and the literary forms in which they expressed this understanding. Offered upon demand.

REG 309. NEW TESTAMENT (3)

Covers the life and teachings of Jesus as described in the Gospels, the writings of Paul, and the contents of other New Testament books, along with certain critical questions regarding authorship and interpretation of New Testament material. Offered upon demand.

RELG 325. GREAT RELIGIOUS BOOKS (3)

Examines a number of the great books which have helped shape classic Christian thought in Western culture. The concepts of law, justice, order, authority, and salvation as they occur in the writings of major religious thinkers are stressed. Selections from the Old and New Testaments, St. Augustine, Abelard, Aquinas, Luther, Calvin, Hooker, Pascal, Kant, Kierkegaard, Tillich, Bonhoeffer, J. H. H. and Buber will be read and discussed. Offered upon demand.

RELG 330. HISTORY OF EARLY CHRISTIANITY (3)

The history of Christianity from New Testament times to the Reformation will be studied. Emphasis will be on geographical spread, significant persons, philosophies, governments, and theological concerns (see HIST 330). Offered upon demand.

RUSSIAN

When demand for them is warranted, sequenced courses in Elementary and Intermediate Russian are offered under a RUSS prefix number: RUSS 101, RUSS 102, RUSS 203, and RUSS 204. Each course carries three hours credit.

SAFETY TECHNOLOGY

SAFT 102. FIRE PREVENTION (3)

Examine organization and function of fire prevention; inspections, surveying, and monitoring procedures; recognition of fire and life hazards; engineering a solution of a fire hazard; enforcing the solution of a fire hazard; public relations as affected by fire prevention.

SAFT 110. INTRODUCTION TO FIRE SAFETY I (2)

A basic survey of fire service and fire protection, fire loss analysis, and specific fire protection functions including fire school exercises. Equivalent to Firefighter Section I training requirements of the West Virginia State Fire Commission, for which 2 hours credit will be granted by Shepherd College.

SAFT 111. INTRODUCTION TO FIRE SAFETY II (2)

A continuation of SAFT 110 Introduction to Fire Safety I. Equivalent to Firefighter Section II training requirements of the West Virginia State Fire Commission, for which 2 hours credit will be granted by Shepherd College. Prerequisite: SAFT 110.

SAFT 112. INTRODUCTION TO FIRE SAFETY II (2)

A continuation of SAFT 111 Introduction to Fire Safety II. Equivalent to Firefighter Section II training requirements of the West Virginia State Fire Commission, for which 2 hours credit will be granted by Shepherd College. Prerequisite: SAFT 111.

SAFT 113. GENERAL PHYSICAL SCIENCE (FIRE SERVICE AND SAFETY TECHNOLOGY) (3)

A fundamental survey of physics and chemistry with special emphasis on practical applications in fire prevention, fire hazards, and fire suppression.

SAFT 115. LIFE SAFETY CODE (3)

Familiarization with national, state, and local laws, standards, ordinances, and codes which influence the fields of occupational, industrial, environmental, and fire safety including interpretation of regulations and legal aspects and related problems.

SAFT 150. INTRODUCTION TO OCCUPATIONAL SAFETY AND HEALTH (3)

Examines the development of interest in and appreciation for careers in the field; performing investigations of accident events, inspections of facilities and equipment for compliance with codes; and methods for recording accident data and measuring accident experience.

SAFT 201. STRUCTURAL DESIGN AND BUILDING CODES (3)

Fundamentals of building construction as it relates to fire protection. Classification by occupancy and types of construction with emphasis on fire protection features including: building, equipment, facilities, fire resistive materials, and high rise considerations; study of building codes applicable to fire prevention, and principles and practices used in various types of building materials.

SAFT 202. FLAMMABLE AND EXPLOSIVE MATERIALS (3)

An introduction to the properties of flammable and explosive materials and the special treatment they must be given in storage, in use, and in emergency situations.

SAFT 203. EMERGENCY AND RESCUE OPERATIONS (3)

Survey of operational procedures, personnel requirements, and specialized equipment as related to emergency and rescue operation examines legal aspects of problem situations and management of public in emergencies.

SAFT 204. FIRE PREVENTION INSPECTIONS (3)

Provides a basic understanding of relevant fire and life safety codes, principles, and protocol for conducting fire inspections, and reporting and abating identified deficiencies.

SAFT 212. TOXIC, CORROSIVE, AND RADIOACTIVE MATERIALS (3)

An introduction to the properties of toxic, corrosive, and radioactive materials and the special treatment they must be given in storage, in use, and in emergency situations.

SAFT 220. SAFETY MANAGEMENT I (3)

Students will learn to analyze hazard problems, to evaluate alternative solutions, and to design the required hardware, devices, and methods needed to eliminate hazards in a variety of industrial applications. Industrial and accident prevention laws pertaining to industrial safety and health, including workers' compensation laws, OSHA regulations, and industrial property protection laws, will be examined. Prerequisite: SAFT 150 Introduction to Occupational Safety and Health.

SAFT 221. SAFETY MANAGEMENT II (3)

A continuation of SAFT 220 Safety Management I, this course introduces the more advanced techniques and principles of safety program management. Using real-life scenarios as study models, the course overviews the elements of a viable corporate safety program. Prerequisite: SAFT 220 Safety Management I.

SAFT 250. EMT (5)

A course in emergency care and transportation of the sick and injured. Instruction includes a program of study prepared by the American Academy of Orthopedic Surgeons and prepares students to become emergency medical technicians certified by the State of West Virginia.

SAFT 270. EMT-PARAMEDIC I (8)

The first in the EMT-Paramedic sequence, this course covers Divisions I, II, III, V and VI plus sections 7, 8, and 11 in Division IV of the 1985 U.S. Department of Transportation National Standard Training Curriculum of EMT-Paramedics. The topics include prehospital environment; respiratory studies; trauma; toxicology, alcoholism and drug abuse; infectious diseases; pediatrics; B/GYN/neonatal; and behavioral emergencies. There will be at least 118 class hours. Prerequisites: EMT Certification; Application and Screening Exam administered by Regional Education Coordinator, Regional Medical Services, Inc. Region VIII/IX Office. Corequisite: SAFT 271.

SAFT 271. EMT-P PRACTICUM I (2)

The second in the EMT-Paramedic sequence, this course provides at least 90 hours of clinical work in a hospital setting or on a Mobile Intensive Care Unit. It meets the 1985 U.S. Department of Transportation National Standard Training Curriculum of EMT-Paramedics. Prerequisites: EMT Certification; Application and Screening Exam administered by Regional Education Coordinator, Regional Medical Services, Inc. Region VIII/IX Office. Corequisite: SAFT 270.

SAFT 272. EMT-PARAMEDIC II (8)

The third in the EMT-Paramedic sequence, this course covers Sections 1 through 6 and 10 in Division IV of the 1985 U.S. Department of Transportation National Standard Training Curriculum of EMT-Paramedics. The topics are respiratory system, cardiovascular system, endocrine emergencies, nervous system, acute abdomen, anaphylaxis, environmental emergencies, and geriatrics/gerontology. Three will be at least 123 class hours. Prerequisites: EMT certification; SAFT 270. Corequisite: SAFT 273.

SAFT 273. EMT-P PRACTICUM II (2)

The fourth in the EMT Paramedic sequence, this course provides at least 90 hours of clinical work in a hospital setting or on a Mobile Intensive Care Unit. It meets the 1985 U.S. Department of Transportation national Standard Training Curriculum of EMT-Paramedics. Prerequisites: EMT Certification; SAFT 271. Corequisite: SAFT 272.

SAFT 274. EMT-P FIELD INTERNSHIP (1)

The fifth and last in the EMT-Paramedic sequence, this course is part of the 1985 U.S. Department of Transportation National Standard Training Curriculum of EMT-Paramedics. The student will spend 40 hours working in an EMS system under the direct supervision of an experienced EMT paramedic. The student is expected to function as a full member of the EMS crew, will apply all techniques learned in the classroom (as approved for use in the Regional EMS system, and is expected to learn variations and adaptation of these techniques for field applications. Prerequisites: EMT Certification; SAFT 270, 271, 272, 273.

SAFT 275. ISSUES IN EMS (1)

Current issues important to personnel in emergency medical services are discussed.

SAFT 292. INTERNSHIP IN OCCUPATIONAL SAFETY AND HEALTH (3)

Practical experience in occupational safety and health organizations in which the student engages in on-the-site activities of a practical nature. Interns learn how to translate classroom theory and methods into professional skills and opportunities. Activities are under the supervision of trained personnel. Application for the internship must be made to the safety technology advisor.

SAFT 303. FIRE INVESTIGATION (3)

An introduction to the methods by which the causes of fires may be determined. The analysis of fire debris with the determination of origin of the fire as the objective and the collection, preservation and presentation of evidence will be stressed. Special emphasis will be placed on arson detection.

SAFT 311. THE INDUSTRIAL FIRE BRIGADE (3)

An introduction to the organizing, equipping, and training of fire suppression teams within institutions and factories, etc. Maintaining and improving the efficiency of such teams and coordination of their assignments with the efforts of fire companies will be emphasized.

SAFT 350. PRACTICUM I (1)

An individualized set of field experiences. The students engage in on-the-site activities of a practical nature. Activities are under the supervision of trained personnel and include such activities as building code inspection, emergency dispatcher observation, and fire service duty.

SAFT 351. PRACTICUM II (1)

Additional field activity.

SAFT 390. SPECIAL TOPICS (1-4)

Devoted to topics of special concern because of current problems, special interest groups or individual interests and abilities. May be repeated for additional credits.

SOCIAL WORK

SOWK 201. INTRODUCTION TO SOCIAL WORK (3)

A sophomore-level course designed to introduce the beginning-level social work student to the issues and knowledge with which social welfare and social work are concerned. Through examination of the scope of social welfare as a concept, the structures that have grown out of it, and the theory and practice techniques which enable the structures to function, this course will attempt to lay the base for a later, more detailed and advanced study of basic policy and practice concerns. The students will be introduced to the generalist concept of social work practice upon which the undergraduate curriculum is built and will have the opportunity to explore their own readiness to identify with the values, principles, and practices of the social work profession. Required for all social work majors. Prerequisites: SOCI 203, PSYC 203, or consent of instructor.

SOWK 301. SOCIAL WELFARE AS A SOCIAL INSTITUTION (3)

A survey of the historical development of social welfare institutions and the societal processes involved in dealing with social welfare concerns. Special attention is given to the origin and development of the American social welfare system as well as current trends and issues in the social welfare field. Prerequisites: SOCI 203 and SOCI 205.

SOWK 305. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (3)

An introduction to the relationship between ideas and theories fundamental to understanding human behavior and human services. The broad application of human behavior theory is explored and it applies to human-helping services in general as well as specific applications of theory to specific services. In accomplishing the course purpose, the student is expected to integrate theories, concepts, and facts learned in psychology, sociology, and social welfare courses. A social systems approach is used to formulate a theoretical framework for analyzing culture, society, communities, organizations, small groups, families, and the individual. Prerequisite: PSYC 203.

SOWK 311. SOCIAL WORK METHODS I (3)

An introduction to the basic interviewing techniques and skills utilized in social work practice. The mechanics of conducting interviews, gathering information, and recording interviews will be covered. Techniques used in one-to-one interviews, multiple interviews, and groups will be discussed.

SOWK 312. SOCIAL WORK METHODS II (3)

A study of the fundamental concepts and principles of direct person-to-person social work practice and the theories of human behavior used in social work intervention. A major aim of the course is to acquaint the student with techniques, strategies, and assumptions in functioning as a change agent. The basic social work values, problem-solving processes, decision-making methods, and means of collecting and analyzing data are covered. Prerequisite: SOWK 311.

SOWK 313. SOCIAL WORK METHODS III (3)

This course is designed to be an introduction to the topic of administration and supervision in the human services. The purpose of the course is to give BSW level practitioners a knowledge and skill base for beginning administrative and supervisory practice. The content of the course will include an exploration of formal organizations, management styles and theories, issues in supervision, interpersonal and organizational communication, program planning, and evaluation as a function of social planning. The format of the course is designed to combine formal lecture presentations with experiential exercises, simulations, and films in an effort to explore the materials from a variety of perspectives. Prerequisite: SOWK 311 and 312 or consent.

SOWK 320. CHILD WELFARE SERVICES (3)

An introduction to the areas of child welfare problems, needs, and services in America. The historical development of child welfare services is surveyed as well as dealing with major current issues. Course content includes public and private agencies and specialized services in the categories of dependent and neglected children, delinquent children, physically and mentally handicapped children, adoptions, foster care, and institutional services. Prerequisite: SOWK 301.

SOWK 402. SOCIAL GERONTOLOGY (3)

An interdisciplinary consideration of the sociological, psychological, and biological processes of aging with emphasis on modes of social intervention. Important aspects of the demography of the aged are clarified, as is the aging's relationship with the family. Studies in changes in intelligence, memory, brain function, and behavior accompany a look at the physiological aspects of the psychology of aging. Normal and pathological physical changes and the effects of exercise receive attention. Discussions of environmental and social issues such as prolongation of life, institutionalization, economics, neighborhood planning, public policy, and community services are examined in their particular applications to older persons and the aging processes. Strategies and techniques of the development and delivery of social services are presented. Prerequisites: SOWK 301, 305, 311, 312, or consent of instructor.

SOWK 404. SOCIAL WELFARE SEMINAR (3)

Gives the advanced undergraduate student an opportunity to explore further and integrate, in a generic way, knowledge learned in individual courses covering many other areas of content. The course is an in-depth analysis of social work values, professionalism, social change, and systems of delivering human welfare services. Prerequisites: SOWK 301, SOWK 311, SOWK 312.

SOWK 407. FIELD EXPERIENCE IN SOCIAL WORK I (3)

The culmination of the social welfare student's coursework in which the student will be expected to transform theory into practice through direct delivery of human welfare services in an approved community agency under the direction of a qualified supervisor. The student works in an agency 10 hours per week and attends a two-hour seminar held weekly on the College campus. The College faculty and the agency supervise work closely to insure the student undergoes an intense, thorough, and broad experience in direct service to people in need. Prerequisites: SOWK 311, SOWK 312.

Note: All students required to complete field work must fill out a field work application form in duplicate during the semester preceding the proposed field work. Forms can be obtained from the chair of the Social Work Department.

SOWK 408. FIELD EXPERIENCE IN SOCIAL WORK II (3)

Continuation of Field Experience in Social Work I.

Note: All students required to complete field work must fill out a field work application form in duplicate during the semester preceding the proposed field work. Forms can be obtained from the chair of the Social Work Department.

SOWK 409. FIELD EXPERIENCE SEMINAR (2)

Weekly seminar which aids the student in meeting the objectives of the field experience program by applying, in an integrated manner, the theoretical concepts and principles learned in the classroom to the actual delivery of social services. Through use of the case presentation format, the student will be exposed to a variety of change agent, client, target, and action systems and will further develop the ability to analyze and evaluate differing interventive approaches and techniques. The seminar will also expand the student's knowledge of and experience with group problem-solving and professional relationships. Prerequisites: SOWK 311, SOWK 305 or consent of instructor.

SOWK 410. FIELD EXPERIENCE SEMINAR (1)

Weekly seminar which aids the student in meeting the objectives of the field experience program and applying, in an integrated manner, the theoretical concepts and principles learned in the classroom to the actual delivery of the social services. Through use of the case presentation format, the student will be exposed to a variety of change agent, client, target, and action systems and will further develop the ability to analyze and evaluate differing interventive approaches and techniques. The seminar will also expand the student's knowledge of and experience with group problem-solving and professional relationships. Prerequisites: SOWK 311, SOWK 305, or consent of instructor.

SOWK 415, SOWK 416. READINGS IN SOCIAL WORK (3 EACH)

Selected, in-depth analysis of specialized areas of social welfare. The class is structured around intensive reading in a concentrated area with follow-up discussion groups. Each student prepares a research paper exploring some aspect of the topic under study. Content areas include historical analysis, policy formulation, practice theory, comparative policy and theory, and research theory and methodology. Prerequisites: SOWK 301, SOWK 310, SOWK 311 or permission of the instructor.

SOWK 417. SEX AND GENDER IN CONTEMPORARY SOCIETY *(3)

This course explores changing roles for women and men in contemporary society. Rapid social change creates crisis and opportunity for individuals and society. Women and men are presently undergoing transitions in the social psychological, economic, and political spheres of their lives. Students critically analyze some of the current changes in gender roles. Lecture material is integrated with experiential material in the form of classroom activities. It is assumed that students have a basic knowledge of core concepts in sociology and social work. Prerequisite: SOCI 203 General Sociology or permission of instructor. *Pending final approval.

SOWK 499. SPECIAL TOPICS**SOCIOLOGY****SOCI 203. GENERAL SOCIOLOGY (3)**

Origin and development of groups and social changes. Prerequisite for all other courses in sociology and/or social welfare. Not recommended for freshmen.

SOCI 205. SOCIAL PROBLEMS (3)

Study of current sociological problems.

SOCI 303. THE FAMILY (3)

Short history of types of families and a study of orderly family living.

SOCI 307. POPULATION AND URBAN PROBLEMS (3)

Study of the theories of population, the interdependence of the peoples of the world, and population as a factor in the analysis of social problems.

SOCI 309. SOCIOLOGY OF RELIGION (3)

The structure and function of organized religion in traditional and industrial societies. The reciprocal relations of religious, economic, and political systems in contemporary America.

SOCI 312. INTRODUCTION TO JUVENILE DELINQUENCY (3)

Gives an overall view to the major problems involved in juvenile delinquency. Special emphasis is placed upon the individualization of the youthful offender, the nature and functions of the juvenile courts, problems of parents, and the more effective usage of community resources.

SOCI 316. CULTURE IMPACT ON SOCIAL GROUPS (3)

A survey of human behavior and social attitudes under actual life conditions. Emphasis is placed on the influence of cultural sub-groups on the development of personality national character, ethics and patterns of motivation as reflected by the values of the group. While the scope of the course is world wide, special attention is given to black and Appalachian culture.

SOCI 333. THE SOCIOLOGY OF SPORT (3)

This course surveys the principles that underlie the social structure and processes that create and transform the social institutions within the institution of sport. It also investigates the social milieu in which sport participation is embedded with respect to who participates, when, where, and the consequences of participation.

SOCI 402. CRIMINOLOGY (3)

An inquiry into crime causation and treatment, with complementary attention given to selected types of crime.

SOCI 403. ETHNIC RELATIONS (3)

A survey of ethnic relations within American society, supplemented with illustrations from other societies.

SOCI 404. SOCIOLOGY SEMINAR (3)

Designed for students who have a major or minor in sociology and who expect to pursue graduate study in the field.

SOCI 405. RESEARCH METHODS (3)

Introduces the scientific method in sociology research. It will include the development and testing of hypotheses and will cover techniques such as observation, interviewing, and questionnaires. Prerequisite: MATH 315, Statistics or consent of instructor.

SOCI 406. COMMUNICATION IN AMERICAN SOCIETY (3)

Special emphasis is placed upon mass communications and the structure and function of communication as the art of transmitting information, ideas, concepts, and attitudes from one person or group to another.

SOCI 407. COLLECTIVE BEHAVIOR* (3)

This course centers on the relatively unstructured, spontaneous, unpredictable, temporary, and usually irrational aspects of human behavior, including such social behavior as rumors, fashions, crazes, panics, escapes, riots, protests, collective delusions, migrations, and disasters.

*Pending final approval.

SOCI 410. SOCIAL THEORY (3)

The nature and development of social thought from ancient times to the present is surveyed. The influence upon social conditions by the development of sociological theories is stressed.

SOCI 411. SOCIAL STRATIFICATION (3)

A study of the factors which account for differences in influence, power, and social prestige between different individuals and groups in the community and the society. Also considered are the theories of stratification and the relationships between social class and education, occupational class, political preference, and religious affiliation. The relationship between social class and social mobility is reviewed.

OCI 412. MEDICAL SOCIOLOGY (3)

The purpose of this course is to provide an overview of the general field of medical sociology. Research and analysis of the medical environment from a sociological perspective will be explored. The course will focus on the major concerns of medical sociology: social facets of health and illness, the social functions of health institutions and organizations, the relationship of systems of health care delivery to other social systems, and the social behavior of health personnel and consumers of health care services.

OCI 419. INTERNSHIP IN SOCIOLOGY (3)

This course provides supervised field experience enabling students to integrate theory and practice. A variety of community-based organizations are used for student placement. The course may not be repeated. Prerequisites: Junior or senior standing; 2.5 minimum overall gpa; permission of sociology faculty.

SPANISH**SPAN 101. ELEMENTARY SPANISH I (3)**

A basic, culturally-oriented course in conversational Spanish designed for beginning students who wish to develop skills in speaking, reading, writing, and comprehending Spanish. Emphasis is placed on oral communication through dialogue and guided compositions. Audio and video tapes of Spain and Mexico are extensively used.

SPAN 102. ELEMENTARY SPANISH II (3)

A continuation of SPAN 101, this course allows students to strengthen their comprehension and speaking proficiency in Spanish by providing extensive practice in oral and written communication and self-expression and thorough discussions and oral presentations of readings in the culture of Spain, Mexico, Central America, and South America. Prerequisite: SPAN 101.

SPAN 203. INTERMEDIATE SPANISH I (3)

A review of the basic structures and phonetics of the Spanish language studied through readings and discussions of the culture and literature of Spain and other countries in Central and South America, and enhanced through further oral communication practices, brief compositions, and oral reports. Prerequisites: SPAN 101 and SPAN 102.

SPAN 204. INTERMEDIATE SPANISH II (3)

A continuation of SPAN 203, this course is designed for more advanced students and allows them to strengthen their proficiency in Spanish through advanced structural and oral exercises and several different kinds of writing assignments. Prerequisites: SPAN 101, SPAN 102, and SPAN 203.

THEATER**THEA 203. ACTING I (3)**

Fundamentals of acting. Basic theories and concepts in stage acting for the beginning student. Emphasis on relaxation techniques and improvisation exercises.

THEA 204. INTRODUCTION TO THEATER (3)

Develops an appreciation and understanding of theater as a fine art through normal lecture and attendance at live theater productions. Emphasis on the artists of the theater including playwrights, directors, designers, and actors.

THEA 205. THEATER TECHNOLOGY (3)

Fundamentals of scenery construction and lighting through formal lecture and practical crew experience. Laboratory requirements include assignments on construction and running crews.

THEA 207. THEATER PRACTICE (3)

Assigned theater projects supervised by faculty.

THEA 208. THEATER PRACTICE (3)

Assigned theater projects supervised by faculty.

THEA 309. DIRECTING I (3)

Fundamentals of directing stage plays. Emphasis on the work of the director in relation to the actor, stage designer, and text analysis.

THEA 310. PLAY PRODUCTION (3)

Advanced studies in theater technology. Emphasis on assigned theater projects. Consent.

THEA 311. DIRECTING II (3)

Advanced directing examines the work of the director in relationship to the rehearsal process. Assigned project. Prerequisite: Directing I, consent.

THEA 312. ACTING STUDIO I (3)

Basic process work to prepare the student for scene study. Emphasis on modern/contemporary scenes and monologues. Prerequisite: Acting I, consent.

THEA 314. ACTING STUDIO II (3)

Fundamentals of scene study work. Emphasis on character analysis and the importance of execution of work and its relationship to a text. Consent.

THEA 316. ACTING STUDIO III (3)

Advanced scene study work. Emphasis on ensemble work and its relationship to performance. Assigned project. Consent.

THEA 340. STAGE MANAGEMENT (3)

Detailed study of the role of the stage manager. Examines production duties, the rehearsal process, performances, and post-production.

THEA 341. HISTORY OF THE THEATER (3)

The development of the theater with special attention to period theaters and theatrical styles which influence modern stage productions.

THEA 346. THEATER DESIGN (3)

A study of the theory and practice of theater design. Emphasis on scenery, lighting, and costume design.

WASHINGTON SEMESTER

WASH 390. THE WASHINGTON SEMESTER INTERNSHIP (12)

The Washington Semester Program supplements classroom learning with practical knowledge by providing work experience in agencies and organizations in the Washington, D.C. metropolitan area. Each intern works four full days a week in a setting that is matched to the student's strengths, interests and career goals. The program is open to all majors, provided the student has a 2.0 GPA and has completed one-half of the requirements for graduation before the beginning of the internship. Other requirements are detailed in the Program's norms and procedures, copies of which are available from the Washington Semester Program coordinator, the deans, and the department chairpersons. All Washington Semester interns must also register for WASH 391.

WASH 391. THE WASHINGTON SEMESTER SEMINAR (3)

Open only to registrants in WASH 390. This interdisciplinary seminar meets once a week to examine American society through analysis of one or more basic concepts from a variety of academic perspectives. It provides a larger framework of understanding for participants in the Washington Semester internship experience. Members of the seminar write a major research paper.

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- CORD, LARISA ANN, B.S., Marine Biology, 1982; M.S., Microbiology, Texas A&M University, 1985; Ph.D., Veterinary Microbiology, Louisiana State University, 1990. (National Fish Health Research Laboratory)
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- DERMAN, ROGER LEE, B.S., Fish Management 1958; Ph.D., Aquatic Ecology, Ohio State University 1969. (National Fish Health Research Laboratory)
- DOGMIRE, HENRY W., B.A., Biology, Olivet College 1974; M.S., Entomology, Michigan State University 1976; Ph.D., Entomology, Michigan State University 1979. (West Virginia University Experimental Farm)
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- ESORZA, RALPH, B.S., Agronomy 1972; M.S., Fruit Crops Physiology, University of Florida 1975; Ph.D., Horticulture, Purdue University 1979. (Appalachian Fruit Research Station)
- ESARLIPER, CLIFFORD E., B.S., Biology, Shepherd College 1984; M.S., Medical Microbiology 1986; Ph.D., Medical Microbiology, University of Georgia 1992. (National Fish Health Research Laboratory)
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- THASKA, JEFFREY D., B.S., Biological Science, Lake Superior State University 1982; M.S., Veterinary Microbiology, Texas A&M University 1984; Ph.D., Medical Microbiology, University of Georgia 1988. (National Fish Health Research Laboratory)

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 WISNIEWSKI, MICHAEL, A.A.S., Agricultural Science, State University of New York 1976; B.S., Plant Science, Cornell University 1978; M.S., Ph.D., Botany and Plant Pathology, University of New Hampshire 1980, 1983. (Appalachian Fruit Research Station)

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INDEX

A

- Academic Dishonesty 53
- Academic Foundations Courses 147, 148
- Academic Load 53
- Academic Probation 53
- Academic Foundations Program 15
- Academic Support Services 57, 132
- Academic Suspension 53
- Academic Year Calendar
 - 1993-1994 Academic Year 4
 - 1994-1995 Academic Year 5
- Accounting
 - Curriculum for a Major 69
 - Curriculum for a Minor 69
- Accounting Courses 148, 149
- Accreditation 9
- Adjunct Faculty in Biology 243, 244
- Adjunct Faculty in Nursing 244
- Administrative Managerial Staff 234
- Admissions
 - Application Procedures 24
 - College Transfer Students 18
 - Community College 14
 - Community College Admission 131
 - Concurrent Admissions Program (ConAP) 20
 - Early Admission Plan 16
 - Foreign Students 19
 - GED Test 16
 - General Information 13
 - Handicapped Students 19
 - High School Graduates
 - Academic Foundations Program 15
 - In-State Students (West Virginia Residents) 15
 - Out-of-State Students (Non-West Virginia Residents) 15
 - High School Senior Program 20
 - Limited Enrollment Programs
 - Engineering Program 17
 - Nursing Programs 17
 - Readmission of Students 18
 - Special Students 19
 - Students from Non-Accredited/Approved High Schools 16
 - Transient Students 19
- Advanced Placement Tests 22
- Advisor, Faculty 23
- Air Force ROTC 27
- Anthropology Courses 149
- Anthropology/Geography
 - Curriculum for a Minor 70
- Appealing a Grade 54
- Applied Music Courses 204, 205, 206, 207
- Applied Science Courses 150
- Art
 - Bachelor of Arts Degree in Secondary Education

- Curriculum with a Teaching Field in Art Grades 5-8, 9-12 72
- Curriculum with a Teaching Field in Art Grades 5-8 73
- Curriculum with a Teaching Field in Art Grades K-4, 5-8, 9-12 72
- Curriculum for a Bachelor of Fine Arts 70
- Curriculum for a Minor 73
- Art Courses 150, 151, 152, 153, 154
- Assessment and Placement Programs 54
- Associate's Degree Program 131
- Athletic Coaching Courses 154
- Athletic Training
 - Curriculum for a Minor or Teacher Certification 74
 - Minor (Non-teaching) 74
 - Selection Criteria 74
- Attendance Policy 54
- Auditing College Courses 20
- Biology
 - Curriculum for a Major 74
 - Curriculum for a Minor 75
 - Curriculum for Teaching Specialization Grades 9-12 76
- Biology Courses 155, 156, 157, 158
- Business
 - Curriculum for the A.A.S. Degree with Accounting Concentration 133
 - Curriculum for the A.A.S. Degree with Banking Concentration 134
 - Curriculum for the A.A.S. Degree with General Business 134
 - Curriculum for the A.A.S. Degree with Hotel-Motel and Restaurant Management 134
 - Curriculum for the A.A.S. Degree with Marketing Management 135
- Business Administration
 - Curriculum for a Major with Concentration in General Business 77
 - Curriculum for a Major with Concentration in Management 78
 - Curriculum for a Major with Concentration in Marketing 79
 - Curriculum for a Major with Concentration in Programming 80
 - Curriculum for a Minor 78
- Business Education Courses 161, 162
- Business Education Teaching Field
 - Curriculum for Business Education Teaching Field 9-12 80
- Business Information/Office Technology
 - Curriculum for an Associate of Applied Science Degree 135
- Business Management Courses 159, 160, 161
- C
 - Career Center 29
 - Coaching 53
 - Chemistry
 - Curriculum for a Major 81
 - Curriculum for a Minor 82
 - Curriculum for Teaching Specialization Grades 9-12 82
 - Chemistry Courses 163, 164, 165, 166
 - Classification of Students 54
 - CEP Tests 22
 - Coaching
 - Coaching Minor 83
 - Curriculum for a Minor 83
 - College Center and Its Services 31

College Credit for Military Service 21

College Transfer Students 18

Communications

Curriculum for a Major 84

Curriculum for a Minor 84

Curriculum for a Minor with Radio Broadcasting Emphasis 85

Program 83

Communications Courses 166, 167, 168, 169

Community College

Academic Support Services 57, 132

Admission 14, 131

Associate's Degree Program 131

Continuing Education 131

Evening Services 132

Programs of Study 132

South Branch Center 132

Computer Programming and Information Systems

Curriculum for a Major 85

Curriculum for a Minor 86

Computer Programming and Information Systems Courses 169, 170, 171

Computer Science Theory Courses 171

Concurrent Admissions Program (ConAP) 20

Consumer and Homemaking Education

Curriculum for a Teaching Field Grades 5-8, 9-12 86

Contents 3

Continuing Education 131

Cooperative Education 64

Cooperative Education Courses 65

Course Numbering System 146

D

Dean's List 54

Deans of Schools 242

Degrees and Programs of Study 67

Degrees Offered 51

Delayed Enrollment Plan 23

Department Chairs 242, 243

Directory 233

Discipline Number System 146

E

Early Childhood Education (Pre-K—K)

Specialty Studies in Early Childhood Education 92

Early Registration, Testing, and Orientation 23

Economics

Curriculum for a Major 87

Curriculum for a Minor 87

Economics Courses 171, 172

Education

Curriculum for a Major in Elementary (Multi-Subjects) 89

Curriculum for a Major in Secondary Education 88

Curriculum for a Minor 92

Program 88

Selection of Candidates for Teacher Education 89

Block Admission 91

- Screening and Selection 89
- Student Teaching 91
- Teacher Education (General Information) 128
- Education Courses 173, 174, 175, 176, 177, 178
- Electronic Technology
 - Curriculum for an Associate of Science Degree 136
- Elementary Education
 - Specialty Studies in Multi-Subjects Education 91
- Merit Faculty 244, 245
- Engineering
 - Curriculum for a Minor 93
 - Curriculum for an Associate of Science Degree 138
 - Engineering Courses 178, 179
 - Engineering Program
 - Admission 17
- English
 - Curriculum for a Major 93
 - Curriculum for a Minor 94
 - Curriculum for a Teaching Field in English-Language Arts 5-8, 9-12 95
 - Curriculum for a Teaching Field in Language Arts 5-12 97
 - Program 93
 - Special Requirements for Majors and Students with a Teaching Field in English-Language Arts Grades 5-8, 9-12 96
 - English Courses 179, 180, 181, 182, 183
- Evening Services 132
- Farms 55
- Experiential Education 63
- Cooperative Education Courses 65
- Cooperative Education or Co-op 64
- The Washington Semester 64
- The Washington Semester Courses 64
- F
 - Faculty 237, 238, 239, 240, 241, 242
 - Faculty Advisor 23
 - FFSA 40
 - Fashion Merchandising
 - Curriculum for an Associate of Science Degree 139
 - Fees, see Tuition and Fees
 - Fall Examinations 55
 - Financial Assistance
 - How Students Maintain Eligibility 47
 - How to Apply 46
 - Standards of Satisfactory Progress for Federal Financial Aid Applicants and Recipients 47
 - Students Enrolled in South Branch 40
 - What Aid Can Shepherd Provide 40
 - What is Financial Aid and Who is Eligible 40
 - Food Services 30
 - Fresh Courses 183, 184
 - Fishman Assessment and Placement Standards
 - English Composition 21, 55
 - Mathematics 21, 55
 - Reading 22, 56

G

General Information 13

General Requirements for Graduation 51

General Science

Curriculum for a Minor 97

Curriculum for a Teaching Specialization Grades 5-12 97

General Science Courses 184

General Studies

Curriculum for an Associate of Arts Degree 139

General Studies Physical Education Courses 185

General Studies Program 58

Geography Courses 186

German Courses 187

Grade Reports 56

Grades

Grading System 56

Incomplete 56

Pass/Fail 57

Reports 56

Grading System 56

Graduation with Honors 52

Grants and Scholarships

Federal Supplemental Educational Opportunity Grant 43

How to Apply 46

Paul Douglas Teacher Scholarships 45

Pell Grant 44

Scholarships—Academic 40

Scholarships—Special Skills, Abilities, and Leadership 43

State Scholarships and Grants 44

Underwood Smith Teacher Scholarship 45

Graphic Design

Curriculum for a Bachelor of Fine Arts 71

Curriculum for an Associate of Arts Degree 144

Graphic Design Courses 187, 188

H

Handicapped Students 19

Health Education

Curriculum for Second Teaching Field Grades 5-8, 9-12 98

Health Education Courses 188, 189

Health Services 30

High School Senior Program 20

History

Curriculum for a Major 99

Curriculum for a Minor 99

History Courses 189, 190, 191, 192

History of the College 10

Home Economics

Curriculum for a Major 100

Curriculum for a Minor in General Home Economics 100

Curriculum for a Minor with a Food and Nutrition Emphasis 101

Curriculum for a Minor with Fashion Emphasis 100

Program 99

Home Economics Courses 192, 193, 194

Honors Program 61

- Hotel-Motel and Restaurant Management Curriculum for a Major 101
- Hotel-Motel and Restaurant Management Courses 194
- Identification Cards 33
- Complete Grades 56
- Independent Study Program 56
- Introduction to the College 9
- Library 10
- Library Science Curriculum for a Minor or a Teaching Field in School Library-Media 102
- Program 102
- Library Science Courses 194, 195
- Library/Media Staff 235
- Loans
 - Federal Nursing Student Loan 44
 - Federal Perkins Loan 43
 - Federal Stafford Loans 45
 - Parent Loans for Undergraduate Students 45
 - Supplemental Loans for Students 45
- Mathematics Curriculum for a Major 102
- Curriculum for a Minor 103
- Curriculum for Teaching Field Grades 5-8 General Mathematics 104
- Curriculum in Teaching Field Grades 5-12 104
- Mathematics Courses 195, 196, 197, 198, 199
- Murran Scholars 52
- Military and Veterans Administration Educational Assistance 45
- Military Service, College Credit for 21
- Miscellaneous Student Personnel Policies
- Identification Cards 33
- Motor Vehicle Registration 33
- Modern Languages Curriculum for a Minor 105
- Motor Vehicle Registration 33
- Music Curriculum for a Bachelor of Arts Degree 106
- Curriculum for a Degree in Secondary Education with Teaching Field Grades K-12 108
- Curriculum for a Minor 109
- Facilities 106
- Music for the General Student 112
- Program 105
- Special Requirements for Majors 109
- Supervised Teaching in Music 109
- Music Courses 200, 201, 202, 203, 204
- Nondiscrimination Policy 249
- Nursing

- Associate of Science Degree Program 140
- Curriculum for a Major 113
- Curriculum for an Associate of Science Degree 140
- LPN Accelerated Program 140
- Program 112

Nursing Courses 207, 208, 210, 211

Nursing Program

Admission to Associate of Science Degree 17

Admission to Bachelor of Science Degree 17

O

Objectives of the College 10

Off-Campus Program 11

Office Technology

Curriculum for a Minor 114

Officers of Administration 234

Orientation to College 29

P

Painting

Curriculum for a Bachelor of Fine Arts 71

Pass/Fail 57

Performing Arts Series at Shepherd (PASS) 32

Persons to Whom Inquiries May be Directed 2

Philosophy Courses 211, 212

Photography

Curriculum for an Associate of Arts Degree 143

Curriculum for a Bachelor of Fine Arts 71

Curriculum for a Minor 114

Photography Courses 212, 213

Physical Education

Admission into Teacher Education 116

Curriculum for Physical Education Grades 5-8, 9-12 115

Curriculum for Physical Education Grades K-4, 5-8, 115

Out-of-Class Requirements for Teaching Physical Education 116

Physical Education Courses 214, 215, 216

Physics

Curriculum for a Minor 116

Physics Courses 216, 217

Plagiarism 53

Political Science

Curriculum for a Major 117

Curriculum for a Minor 117

Political Science Courses 217, 218, 219

Pre-Agriculture 118

Pre-Dentistry 118

Pre-Law 118

Pre-Medicine 118

Pre-Pharmacy 119

Pre-Physical Therapy 119

Pre-Theological Studies 119

Pre-Veterinary Medicine 118

Preprofessional Studies 117

Printmaking

Curriculum for a Bachelor of Fine Arts 71

- Probation, Academic 53
- Program Board 32
- Program in Honors
- Advantages for Students 61
- Courses 62
- Procedures for Withdrawing 61
- Purposes 61
- Required Core 61
- Student Selection and Retention 61
- Programs and Activities
- College Center and Its Services 31
- Performing Arts Series at Shepherd (PASS) 32
- Religious Life 32
- Student Activities Programming 32
- Student Conduct 32
- Psychology
 - Curriculum for a Major 120
 - Curriculum for a Minor 121
 - Program 120
 - Psychology Courses 219, 220, 221, 222
- Quality Points 59
- Readmission of Students 18
- Record, Shepherd College 60
- Recreation and Leisure Studies (Non-Teaching)
- Commercial Recreation and Tourism 122
- Curriculum for a Major
 - Commercial Recreation and Tourism Specialization 122
 - Sport Management Specialization 123
 - Therapeutic Recreation Specialization 123
- Curriculum for a Minor 123
- Out-of-Class Requirements for Majors 122
- Sport Management 122
- Therapeutic Recreation 122
- Recreation and Leisure Studies Courses 222, 223
- Round Policy 37
- Requirements Bachelor of Arts Degree 123
- Region Courses 223, 224
- Religious Life 32
- Repeating Courses 59
- Residence Life 30
- Residency Policy
- Classification for Admission and Fee Purposes 24
- Room and Board
- Educational Costs Payable at Registration (Per Semester) 39
- Payment 39
- Sessions Regular Session (Per Semester) 39
- Sessions Summer Terms 1993 (per term) 39
- Reduced Tuition Out-of-State Academic Programs Available 40
- Russian Courses 224

S

Safety Technology

Associate of Applied Science Degree Program 141

Curriculum for an Associate of Applied Science Degree 142

Safety Technology Courses 224, 225, 226

Scenic and Historic Location 9

Schedule of Classes 60

Selecting a Minor 60

Servicemember's Opportunity Colleges (SOC) 20

Shepherd College Board of Advisors 234

Shepherd College *Record* 60

Social Studies

Curriculum for Teaching Field Grades 5-8 125

Curriculum for Teaching Field Grades 5-8, 9-12 124

Social Work

Curriculum for Major 126

Program 125

Social Work Courses 227, 228, 229

Sociology

Curriculum for a Major 127

Curriculum for a Minor 127

Sociology Courses 229, 230, 231

South Branch Center 132

Spanish Courses 231

Special Examination for Course Credit 60

Special Students 19

Special Topics Courses 60

Student Activities Programming 32

Student Affairs 29

Student Affairs Staff 235

Student Conduct 32

Student Health Services Staff 235

Summer Session 11

Support Staff 235, 236

Suspension, Academic 53

T

Theater

Curriculum for a Minor 129

Theater Courses 231, 232

TOEFL 19

Transfer Articulation Agreements 22

Transfer Students 18

Transient Students 19

Tuition and Fees

Audit Fees per Semester 36

Enrollment Fees per Semester 36

Explanation as to Use of Enrollment Fees 37

Extracurricular Fees 36

Payment 35

Refund Policy 37

Special Fees 38

Title IV Programs—First Time Enrollees Only Refund Policy 38

Decided Majors 55

Visual Communication

Curriculum for an Associate of Arts Degree

Graphic Design Concentration 144

Photography Concentration 143

Studio Art Concentration 144

Educational Rehabilitation 46

Washington Gateway

Cooperative Education and Internships in the Washington Area 63

Course Offering 63

Junior High Washington Gateway Program 63

Seminar/Lecture Program 63

The Washington Semester 62

Washington Semester

Courses 232

Withdrawal and Change of Class Schedule 60

Work-Study

Federal Work-Study 44

Institutional Employment 44

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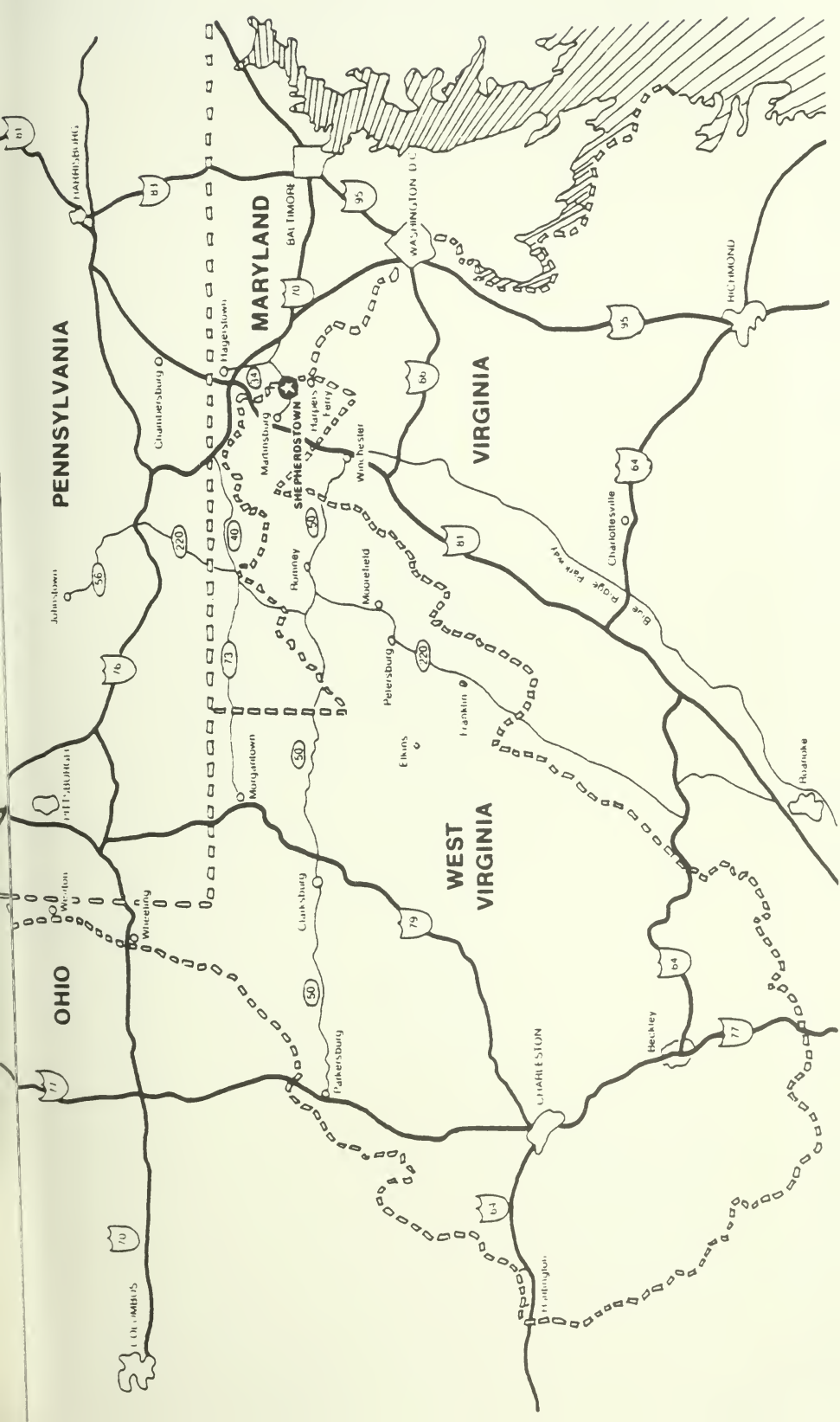
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